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ABSTRACT

This publication contains critical analyses of filmstrips dealing with five major world areas: Russia and East Europe, Latin America, Africa, Asia, and the Near East. The filmstrips are for use in elementary and secondary classrooms. One hundred and fifty filmstrips produced between 1970 and the present and available from commercial publishers and distributors were chosen for inclusion. Each filmstrip was reviewed by at least two persons, one with expertise in the content area and one with expertise in curriculum and instruction. The evaluations are organized by area under study and by grade level within each area. Bibliographical data provided for each entry includes title of filmstrip, publisher, publication date, grade level, and filmstrip components. The evaluation contains a description of the filmstrip's subject matter and major themes, a critical evaluation of the strengths and weaknesses of the filmstrip, and a discussion of the Teacher's Guide. The evaluation instrument utilized is included. This publication is the second stage of the Multicultural Education Project of the UCLA Curriculum Inquiry Center which was established to further multicultural studies in the K-12 area. In the first stage of the project, center staff developed annotated bibliographies of print and nonprint learning materials dealing with the five major world areas. (Author/RM)

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FILMSTRIPS FOR AREA STUDIES: A CRITICAL EVALUATION OF K-12 LEARNING MATERIALS

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CONTENTS

I. Introduction 1
Selection Criteria 4
Evaluation Criteria 5
Format of Evaluations 15

II. Filmstrips for Latin American Studies . 17
Filmstrips Reviewed 18

III. Filmstrips for Near Eastern Studies . 73
Filmstrips Reviewed 74

IV. Filmstrips for Russian and East European Studies 127
Filmstrips Reviewed 128

V. Filmstrips for African Studies 159
Filmstrips Reviewed 160

VI. Filmstrips for Asian Studies 207
Filmstrips Reviewed 208

VII. Conclusions and Recommendations . . 269

Materials Evaluation Form 284

Addresses of Publishers and Distributors 287

Introduction

For many years professional educators and educated people in many fields have recognized the need for increased attention to international content in the precollegiate curriculum of our schools. Sporadic efforts at internationalizing primary and secondary curriculum have occurred, with varying degrees of success, as reflexive responses to contemporary interest in specific geographic or cultural areas. Such efforts have tended to be superficial, focusing attention on quaint customs and reinforcing stereotypes born of the very ignorance they purported to counter. Particularly disturbing were studies that found that such misguided programs often provided misinformation and had the effect of bolstering existing ethnocentric attitudes among children.

Beginning in the 1960s, the nation's school systems were the focus of a variety of attempts to influence attitudes through increased and innovative efforts to introduce international and multicultural materials to students. One of the more important aspects of these changes was the shift away from a formal and disciplinarian approach to schooling and toward an emphasis on individual understanding and an exploration of values and concepts. A natural outgrowth of this has been a strong interest in other cultures, resulting in an enormous increase in international and multiculturally oriented instructional materials.

The problem is no longer the dearth of material; the interested teacher can find units in a variety of formats on virtually every culture in the world. Rather, the issue has become the quality of the materials available. Too often they reflect a North American cultural bias and fail to lead students to an understanding of other cultures and an appreciation of their diversity. Several recent studies, in fact, have demonstrated that significant numbers of children still suffer from continued ignorance, misinformation, and ethnocentrism.

The Multicultural Education Project of the UCLA Curriculum Inquiry Center was established to further multicultural studies in the K-12 curriculum. The first stage of the Project, the identification of both print and non-print learning materials generally accessible to teachers for classroom use, resulted in the publiction of the Center's Teacher's Resource Handbook series (5 volumes, Los Angeles, 1975-1976). In developing these annotated bibliographies for studies of Russia and East Europe, Latin America, Africa, Asia, and the Near East, the Center staff utilized publisher and distributor catalogs, education journals and indices, project reports, and other sources. The bibliographies, which contain from 600 to 1,500 entries, include all types of materials except film and videotape.

The second stage of the Project has been the critical evaluation of materials listed in the handbooks. Because of the vast amount of material, the Project staff chose filmstrips for initial consideration. Based on entries in the handbooks and more recently published information, we identified, viewed, and evaluated over 150 examples currently available from commercial publishers or distributors that have as their subject matter the histories, traditions, and ways of life people in the five major world areas the handbooks cover.

We chose to evaluate filmstrips for several reasons. Except for textbooks, they are perhaps the most commonly used learning materials, but they have never received the critical study that texts have. While reviews of filmstrips are available, they are found in several publications and have never been collected by subject matter. These reviews, naturally, reflect many different sets of criteria, which makes comparisons between them difficult, especially since the criteria often are unstated. We hope that by publishing our evaluations together, stating our criteria and applying them consistently, users of this volume will be able to select from several options those materials which best suit their needs.

Selection Criteria

The filmstrips and filmstrip programs we evaluated met the following selection criteria:

1. They were produced between 1970 and the present. Because most filmstrips for global studies deal with "the world of today," we felt that those developed before 1970 were likely to be too dated to still be of much use.
2. They were produced commercially. We considered only filmstrips available from commercial publishers or distributors. None developed by embassies, public information agencies, or special interest groups were included in the study. We were interested in filmstrips that were developed for educational, not propagandistic purposes; that contained educational goals and objectives; and that were designed specifically for classroom use.

3. They were readily available through channels generally used by teachers to obtain materials. Only filmstrips currently listed in publisher or distributor catalogues were selected for evaluation. Others, recently out of print but available from curriculum libraries or educational centers, were not considered.

Evaluation Criteria

Each filmstrip or filmstrip series selected was reviewed by at least two staff members, one with expertise in the content area and one with expertise in curriculum and instruction. To be consistent, each reviewer used the instrument of evaluation developed for the project (see Appendix A), although he or she could add supplementary or explanatory comments. Each completed evaluation form was then summarized and reviewed by at least one other staff member. The instrument used was based on work done by Louise Tyler and M. Frances Klein[1]. revised and expanded to meet the particular needs of the project.

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[1] Evaluating and Choosing Curriculum and Instructional Materials (Los Angeles, 1976).

Our instrument consisted of a series of questions that attempted to establish as objectively and impartially as possible two aspects of the filmstrips. The first was the extent to which a teacher with little or no background in the content area could teach an effective lesson with the materials. To do so we felt a teacher needed an indication of the intended student audience; statements of goals and objectives; an outline of effective strategies and procedures; background information; sample discussion questions and suggested learning activities; evaluation procedures; and a bibliography of sources for further reading and study. We looked for these items in the learning package and attempted to determine their usefulness when they were included.

The second aspect was the extent to which the materials presented an adequate and accurate account of their topic. Recognizing the limits of the medium and the fact that in the length of time available to a typical filmstrip it often is impossible to include all relevant information and all possible viewpoints or interpretations, we nevertheless believe that the subject matter should be presented objectively and honestly. We attempted to determine the extent to which the materials did so.

The evaluation instrument itself was divided into four categories. The first contained questions about the relevance of the materials for their intended student audience:

1. Do the materials specify the grade level or age of the students for whom they are intended?

Materials obviously work best when they are designed for a specific student audience and are used by that group. We believe that teachers need this information to intelligently select materials for their students. Other data, such as reading or vocabulary levels would also help, but grade or age levels offer some indication of the proposed student audience. Where the information was provided by the publisher, we included it in our evaluation. Where it was not, we determined it based on our evaluation of the filmstrip's vocabulary and content.

2. Are the contents of the materials appropriate to the level of the students?

Level, when given, most often refers to grade or age level, rather than a level of intellectual development. We recognize that commercially produced materials, of necessity, usually aim for the widest possible audience, but their content should still coincide at least generally with the abilities of the students. When we felt the materials were too difficult or too simplistic for the stated audience in terms of concepts, vocabulary, skills, attitudes, and learning activities, we so indicated in our evaluations.

3. Are the contents of the materials of value to the student's life in and outside of the classroom?

In attempting to determine the value of materials for their intended audience, we considered the importance of the subject matter; the form of presentation; the structure of the learning sequence; and the knowledge, skills, and attitudes the materials presented or attempted to develop in relation to the educational needs of the students at the stated grade level. We believe materials that stress factual data only will be of less value to students than those that emphasize a wide variety of learning objectives, and so stated in the evaluations. We also believe that learning experiences with transfer potential are more valuable than those without; these are so noted.

Three questions considered the learning objectives of the materials, the means by which they could be achieved, and the ways their achievement could be determined:

1. Do the materials state what students should be able to do at the end of instruction?

Teachers need this information, among other data, both to select appropriate materials for their students and to prepare successful learning experiences. Objectives can help them determine the value of the materials, give direction to the study, structure lessons, and help to measure results. We looked especially for objectives that were stated operationally and were consistent with each other. We hoped for objectives that stressed the development of skills and attitudes as well as the acquisition of knowledge.

2. Are suggested learning activities, if included, related to the specific objectives of the materials?

Valid relationships enable students to complete activities successfully, reinforce their learning, and use what they have learned. We looked particularly for activities that asked students to do more than simply recall data, such as thinking, doing, and practicing skills.

3. Do the materials include any evaluation procedures?

We believe such procedures are necessary to measure learning outcomes. We looked not only for suggestions or instruments of evaluation that enabled teachers to do so, but also for their relation to both the stated objectives and the content of the learning materials, since they should measure what has been taught.

Three questions concerned the classroom implementation of the learning materials:

1. Does the teacher's guide include instructions for the effective use of the materials?

Since successful use of any learning materials depends to a large extent on teacher preparation, we looked for statements of preliminary steps teachers would have to take before using the filmstrips; suggested or actual lesson plans, sequences, and activities; and other types of helpful information, including comments on additional components, equipment or resources required to effectively implement the learning package, but not provided.

2. Is there adequate background information given so that a teacher who knows little or nothing about the topic can teacher an effective lesson?

We believe adequate background is necessary for a teacher to intelligently teach an effective lesson and answer questions that may be asked by students. We do not expect filmstrip packages to provide extensive background data, but introductory statements, filmstrip summaries, and possible answers to suggested student questions seem reasonable for us to expect. We looked for these in the materials.

3. Are there adequate bibliographical references given to the teacher and/or student for outside investigation into the subject?

We do not expect filmstrip producers to footnote their sources, although that would be helpful, but we believe adequate bibliographies are necessary to complete a learning package and to enable teachers and students to gain the most from it. Adequate bibliographies included a list of books or other materials that expanded the content of the filmstrips, were by generally recognized authorities, and accessible to teachers and students.

Six questions concerned the content of the filmstrips:

1. Do the materials present accurate and up-to-date information about the cultures being studied?

Taking publication dates into consideration, we looked for evidence that the filmstrips reflected current scholarship on their respective topics and presented it accurately. We believe that learning materials should use correct data, and we noted in our evaluations any factual errors we found. At the same time, we believe authors should consider all relevant information, not simply that which supports a particular point of view or preconceived notion, and present interpretations as such, not as fact. Obviously, the facts do not speak for themselves. Rather, authors speak for the facts by selecting, arranging, and interpreting those they find necessary or meaningful to an understanding of the subject under investigation. We appreciate authors taking a position, if they have considered all essential data, but we took issue with the presentation of opinion as fact no matter how much we happened to agree with the opinion expressed.

2. Do the materials avoid overgeneralizations and stereotypes about the cultures being studied?

Although it may not always be possible to present all relevant data and interpretations in a 10-20 minute filmstrip, sweeping, unsupported statements and value-laden words can be avoided. Too often learning materials describe other peoples as "exotic," "quaint," "backward," or in any number of ways that imply we are superior to them. Foreign groups in many cases wear costumes where we wear clothes. They have customs where we have traditions. They have mythology where we have religion. They have carnivals where we have holidays. They chant where we sing. We took exception to value-laden words wherever they appeared, as well as to condescending statements and stereotyping interpretations.

We also took exception to stereotyping and condescending attitudes found in both the visual and the audio portions of the filmstrips. Often the pictures convey distorting images that are not found in the narration and are otherwise unstated. At times, there are incongruities between the audio and visual materials, where one conveys one meaning and the other a different one. In addition, the narrator's voice or the background music sometimes conveys additional attitudes, the former occasionally condescending to subject matter or students, the latter deliberately "exotic." Such things were noted in the evaluations.

3. Does the way the materials are presented encourage a positive image of the cultures being studied?
4. Do the materials present information giving both positive and negative considerations without distortions?

5. Do the materials examine intergroup conflicts and tensions in a thorough, objective, and balanced manner?
6. Do the materials help students to recognize the similarities and differences among cultures without suggesting that certain cultures and their ways of life are superior to others?

These four questions attempted to determine different aspects of the same thing: the overall image of the culture presented by the filmstrip package. While we hope that learning about others will foster positive attitudes toward them in students, we do not hold, however, that all study should become bland and homogenized. We recognize that an honest account of a culture or world area may include statements which present aspects of the culture or area in an unfavorable light, and we believe that ignoring what may be considered "negative features" of a society is just as distorting and inaccurate as emphasizing them.

What we looked for was a balanced presentation, one that included all relevant aspects of a culture or society in its own context and on its own terms. It is not enough, for example, to state that an indigenous people have no formal institutions of learning--which implies in a negative, ethnocentric manner that they are uneducated and therefore inferior--without mentioning that they have a system of enculturation which serves similar functions. Given our backgrounds, we may not appreciate or understand certain practices of other cultures, especially those with which we do not agree, but they should be presented to students on their own terms, in an accurate, objective, and balanced manner. Where the filmstrips were biased for or against the groups they were examining, we noted this in our evaluations.

Format of Evaluations

The evaluations included in the study are grouped by their subject area and by grade level within each area. Each evaluation follows a similar format. Bibliographical data are presented first and include the following in outline form:

1. Title of filmstrip or filmstrip series;
2. Publisher;
3. Publication date;
4. Grade level;
5. Components of the learning package (number of filmstrips; supplementary materials; teacher's guide; etc.).

The body of the evaluation is arranged in the following order:

1. A description of the filmstrip's contents: subject matter, themes, methods of presentation, etc.;
2. A critical evaluation of the filmstrip, its strengths and weaknesses, its handling of its data, its prejudices and biases, if any;
3. A discussion of the teacher's guide: goals, objectives, strategies, suggested activities, bibliographical information, evaluation procedures, if any.

Filmstrips for

Latin American Studies

Filmstrips Reviewed

Title	Publisher	Grade Level
South America	Mealey	gen.
Argentina: Man and His Music	Keyboard	gen.
Brazil: Man and His Music	Keyboard	gen.
Mexico: Man and His Music	Keyboard	gen.
A World Nearby: Mexico	Guidance	elem.
Mexico's Indian Heritage	BFA	4-8
The Story of Latin America	Field Educational	4-8
Four Boys of Central America	BFA	4-8
South America	United Learning	4-8
Central American and the Caribbean	EBE	4-8
Our Island Neighbors	TRF	4-9
Central America: A Regional Study	TRF	4-9

Mexico: Our Dynamic Neighbor	TRF	4-9
South American Peoples and Problems	Encore	5-9
Latin America	Bear Films	5-12
Venezuela (Nations of Today)	United Learning	7-12
Industrialization and Economic Interdependence in Latin America	Encore	7-12
The Incas of Peru	Multi-Media	9-12
The Mexican Revolution of 1910	Multi-Media	9-12
Cuba: Balance Sheet of Revolution	Current Affairs	9-12
The United States and Latin America	Associated Press	9-12
Latin America Today	Multi-Media	9-12

Title	SOUTH AMERICA
Publisher	Mealey Productions
Publication date	1972
Grade level	general
Components	3 filmstrips; 3 cassettes; spirit masters; 35 white relief maps; readings; teacher's guide

South America presents a general overview of the continent from physical, cultural, and socioeconomic perspectives. It begins with basic information about geography and builds more complex relationships, especially in terms of culture. The materials argue that South America is composed of a variety of different cultural groups, each of which is unique and valid in its own right. They discuss similarities and differences among these groups, and compare them to cultural groups in the United States, in an honest and mature manner.

The components of the learning kit are well presented and the contents in general are excellently integrated with each other. Of particular interest are the plastic relief maps on which students can color various geographic features, combining them with transparencies, also provided, to examine relationships between two or more factors.

The teacher's guide specifically states that effective use of the kit depends on individual and class levels of understanding. Contents are clearly defined and outlined so that a teacher can determine the suitability of each component for class use; since the concepts developed by the kit range from very simple ones to those that are rather complex, all the material would not be suited for every grade. The guide also provides and explains learning objectives and evaluation procedures. Extensive articles for each section of material covered and each component of the kit are also suggested. Two good bibliographies are provided for teacher and student use. Evaluation procedures are also discussed.

Title	ARGENTINA: MAN AND HIS MUSIC
Publisher	Keyboard Publications
Publication date	1972
Grade level	general
Components	2 filmstrips; 1 record; 20 student booklets; teacher's guide

An examination of the music, dance, graphic arts and architecture of Argentina, these filmstrips focus on the artistic traditions of three groups of people: the gaucho, the indigenous population, and the urban upper class in Buenos Aires. Unfortunately, a good deal of stereotyping appears, with the section on Buenos Aires, for example, showing only the beautiful, wealthy sections of the city and the section on the gaucho overglorifying his lifestyle. In addition, the two sections on the capital city and geography are very overgeneralized and sketchy. The sections on music are good. Those on art would benefit from material on indigenous art forms. The materials draw comparisons between Argentina, Europe, and the United States to encourage understanding of the influences on Argentine music and art.

Specific directions and objectives are provided for use of the materials in three subject areas: art, music, and social studies. Most questions provided are limited to testing student comprehension of the material. A few references are provided, but a great deal of preparation would be needed to effectively present the material as a unit.

Title	BRAZIL: MAN AND HIS MUSIC
Publisher	Keyboard Publications
Publication date	1972
Grade level	general
Components	2 filmstrips; 1 record; 20 student booklets; teacher's guide

This kit explores Brazilian musical traditions, as well as other forms such as dance and art. It includes a brief discussion of the nation's geography and history, intended to establish a framework for the study. The materials dealing with music are good and suggest an interesting orientation to Brazilian music. The sections on art, however, show only modern art and modern architecture (mainly from Brasilia) and should be supplemented for balance with information about folk art and political art. In addition, they place too much emphasis on the Carnival, as if it were the mainstay of people's lives. The sections on history and geography and the Amazon are very weak and should be supplemented with more accurate and detailed information. It should also be noted that the presentation contains numerous Portugese terms and phrases which require careful explanation by the teacher as not all of them are well-defined by the authors.

The teacher's guide contains objectives for using the materials in music, social studies, and art courses. It suggests various activities for classroom use, none of which are very innovative and some of which are complicated or require a large amount of time or materials. Questions provided for students ask them to supply specific information, much of it trivial, found in the filmstrips and recording.

Title	MEXICO: MAN AND HIS MUSIC
Publisher	Keyboard Publications
Publication date	1971
Grade level	general
Components	2 filmstrips; 1 record; 20 student booklets; teacher's guide

The goal of _Mexico_: _Man and His Music_ is to provide students with an overview of Mexican music and art among various ethnic groups in the nation. By way of introduction it also discusses history and other more general aspects of culture. Mural paintings and folk music are especially emphasized, but native instruments, composed music and Indian architecture are examined as well.

The sections on music and art are both very good. While the authors could deal more sufficiently with the political significance of mural paintings, they do present a representative sampling. Musical selections offer a balanced presentation of types, styles, and sources.

The other topics discussed, however, are poorly treated and probably should be omitted from a presentation of the kit. For example, "A Land of Contrasts" is overgeneralized and sterotypical, describing Mexico as a land full of proud, happy people: beautiful women, brave bullfighters, and hard working campesinos. The section on history is very sketchy, discussing in very general terms the period of the Aztecs to the Mexican Revolution only. The program would benefit from a geographical overview of Mexico, a more thorough historical orientation, and supplementary art lectures.

Objectives and general directions are given for use of the materials in music, social studies, and art courses. Suggested activities are limited to testing student comprehension of the materials presented on the record and filmstrips, but a few enrichment activities are provided which encourage students to understand the influences upon Mexican music and art.

Title	A WORLD NEARBY: MEXICO A WORLD NEARBY: BRAZIL
Publisher	Guidance Associates
Publication date	1976
Grade level	elementary
Components	each of the two units contains 3 filmstrips; 2 records or cassettes; teacher's guide

A World Nearby: _Mexico_ is designed to introduce elementary students to the people and culture of that nation. Its first filmstrip presents an overview of the subject, emphasizing geography, climate, industry, and language. The second filmstrip focuses on children; and the third, a silent filmstrip, contains data on food, music, customs, and other cultural topics. With their general theme of the universality of childhood, the materials allow children viewing them to use their own experiences to understand others and recognize similarities and differences among cultures without suggesting that certain ones are superior.

The materials provide a good cultural overview of Mexico. Although they contain a number of overgeneralizations, a positive image of the nation emerges. Since they include no discussion of any of the difficulties and problems facing most Mexican families, the unit lacks a certain relevance to contemporary political and economic issues, but nevertheless it should be useful as part of a general course of study on Mexico.

Both the filmstrips and their accompanying narrations are interesting and enjoyable. The photography is excellent and presents a pleasing introduction to various aspects of Mexican culture. The narrator pronounces Mexican terms and names correctly and with a Spanish accent. The soundtracks also contain pleasant background music that pertains to what is being shown.

The teacher's guide suggests ways to effectively use the materials, provides questions about the data presented, and offers various ideas for related learning activities. A brief bibliography of very general references about Mexico is also included for the teacher's use.

A World Nearby: Brazil is similar to the unit on Mexico in its underlying philosophy, format, and content. The materials stress the universality of childhood, emphasizing here the urban culture of the upper middle class and seemingly middle class plantation life. As with the filmstrips on Mexico, a positive image of Brazil results, but with no mention of the difficulties and problems common to many families and with no discussion of contemporary political and economic issues. Again, the photography is excellent. The narrator pronounces Brazilian words and names with a correct accent. Statements about the teacher's guide for Mexico apply here as well.

Title	MEXICO'S INDIAN HERITAGE
Publisher	BFA
Publication date	1970
Grade level	4-8
Components	6 filmstrips (The Mayans in Mexico; The Aztecs of Tenochtitlan and Mexico City; The Tarascans of the Land of Volcanoes; The Toltecs; The Mextecs-Zapotecs; The Mayans in

Guatemala Today -- each available separately); 6 records or cassettes; teacher's guide

Focusing upon indigenous Mexican cultures, the filmstrips in this kit intend to demonstrate the historical importance of these groups. The treatment is basically historical. Despite several inaccuracies, the materials create generally positive images of the groups studied, although this is done at the expense of any discussion of the tensions within them. Few connections are made between historical developments, and the one filmstrip on a modern group--the Mayans of Guatemala--does not discuss the influences of modernization and is therefore lacking.

The accompanying teacher's guide provides classroom discussion questions which ask students to recall information presented in the filmstrips. No background information, bibliographical references, or evaluative procedures are included.

Title	THE STORY OF LATIN AMERICA
Publisher	Field Educational Publications, Inc.
Publication date	1972
Grade level	4-8
Components	4 filmstrips (Mosaic: Diversity of Peoples; Traditions: Indians of the Andes; Luis: Laborer of Cali; Advantage: A Family of European Origin); 4 records; teacher's manual

A program that examines major aspects of Latin American geography, economy, history, anthropology, and political science, *The Story of Latin America* also provides an overview of the various groupings in Latin America and explores their differing life styles. The materials make a concerted effort to relate the subject matter to the student's personal knowledge and experience, with a number of filmstrips focusing on the lives of children and asking learners to relate these ways of living to their own. A well-rounded unit, the materials are concise, clear, and logically presented.

Examinations of the major issues are balanced, with differing viewpoints and both national and foreign perspectives included. The information is as up to date as is possible for a 1972 publication, but the instructor should be aware that some supplemental information may be necessary to retain a detailed accuracy. In general, however, the filmstrips and the accompanying text are informative and insightful, including numerous photographs that are truly exciting to view and presenting their narratives clearly and creatively.

The curriculum is designed for use in grades 4-8 and includes a detailed description of its particular approach to the subject matter, as well as an excellent theoretical introduction to the study as a whole. Both the filmstrips and the text continually ask questions of the students which serve to encourage discussion and critical analysis. A good annotated bibliography for student and teacher use is also included.

Title	FOUR BOYS OF CENTRAL AMERICA
Publisher	BFA
Publication date	1972

Grade level	4-8
Components	4 filmstrips (City Boy; Banana Plantation Boy; Fishing Village Boy; Indian Village Boy); 4 records or cassettes; teacher's guides

The four filmstrips in this kit depict the lives of boys of different ethnic and socioeconomic groups. With each child representing one of the major groups of people living in Central America, the materials examine such aspects of culture as food, clothing, and shelter, among others. They successfully avoid suggesting that some ways of life are superior to others.

By focusing on particular examples of life in Central America without attempting to describe the entire region, the materials avoid many overgeneralizations. However, although their data are generally accurate, they emphasize only beneficial aspects of life in the region, and thus limit their application. Other considerations, which should be included for accuracy and balance are not discussed. Women are presented very stereotypically in the filmstrip on city life. The result is a very superficial treatment of Central American life as such.

The teacher's guides are limited to transcripts of the filmstrip soundtracks. They include no instructions for use of the materials, learning activities, background information, or bibliographical references.

Title	SOUTH AMERICA
Publisher	United Learning
Publication date	1972
Grade level	4-8
Components	6 filmstrips (Land and People; Natural Resources; Food and Agriculture; Housing and Clothing; Transportation and Communication; Industrialization); 3 records or cassettes; scripts and study guides

The overall objective of the six filmstrips in this learning kit is to describe "the effects of the mountains, rivers, plains, climate, and resources on the people of South America." Using a topical approach, the materials present the diversity of peoples, geography, and economic standards while arguing for technological advancement and industrialization. In fact, the basic thesis of the unit is the benefits of technology.

Throughout the presentation, the subject matter is explored in technological terms to the exclusion of any other approach. Crops are produced and minerals extracted, for example, only for industrial purposes; this gives the impression that vast amounts of valuable resources are going to waste in South America because of an insufficiently evolved technology. The thesis may be valid, but it hardly leads to a balanced, "objective" study of the region.

The viewpoint of the materials is North American, and the attitude toward South America is rather paternalistic. Most topics are examined in these terms. Chile and Peru, for example, are seen essentially as "outstanding sources of copper for our own electrial wiring." Where the content concentrates on the poorer people of the continent and their "primitive" ways of life, it suggests that the solutions to their problems lie in advanced technology, and that in many ways, not just economically, South America will be "better" once it becomes industrialized. Consequences and alternatives are not discussed. As a study of technology, the materials could be useful, but as a general introduction to South America, they are narrow in approach and highly selective in content.

No teacher's guide accompanies the materials. Study/script guides, however, are included.

Title	CENTRAL AMERICA AND THE CARIBBEAN
Publisher	EBE
Publication date	1972
Grade level	4-8
Components	6 filmstrips (Central America; City Family of Costa Rica; Indian Family of Guatemala; Islands of the Caribbean; Puerto Rico Today; Cuba Today); 6 cassettes; teacher's guide

The filmstrips in this learning kit are designed to present an overview of Central America and the Caribbean. Each focuses upon a different country and discusses its geography, history, society, and economy. All are designed to portray daily life.

Found throughout the presentations is the general bias that Central Americans and Caribbean islanders are "backward." Although some positive images are included (coffee and sugar production are seen as beneficial), poverty, economic problems, and technological "backwardness" are emphasized. The materials explain that the Spanish and other colonial powers destroyed the native cultures and decimated their populations, brought in blacks as slaves, and exploited the region for many years. Nevertheless, they fail to understand how, with this history, the countries could be so poor and "primitive."

Possibly more offensive are the depictions of women. They are shown throughout as happy, contented wives and mothers, especially if their kitchens are equipped with modern appliances. Work done by women is denigrated by statements such as, "Senora Murillo catches up on some chores before settling down to enjoy her sewing."

The teacher's guide includes objectives for the program, but they are not explicitly related to the filmstrip materials. No teaching strategies or background information are provided.

Title	OUR ISLAND NEIGHBORS
Publisher	Teaching Resources Films
Publication date	1971
Grade level	4-9

Components	8 filmstrips (Puerto Rico; Virgin Islands; Bermuda and the Bahamas; Jamaica; Trinidad, Tobago, and Barbados; Haiti and the Dominican Republic; Cuba; Smaller Islands of the Caribbean--each available separately); 4 records or cassettes; teacher's guide

An introduction to the peoples, cultures, and economies of Caribbean nations, these filmstrips attempt "to give the students an overall grasp of the realities of life in the islands." The unit as a whole comprehensively examines the region, but the materials maintain a strongly negative bias toward the subject matter that impairs much of their potential usefulness.

Stereotypes and derogatory comments abound that produce a negative, unbalanced view of the various nations and the region as a whole. Puerto Rico, for example, is described as "a tropical slum" and "the home of over 2 million semi-Americanized Latins who love baseball, but also care deeply about their Spanish heritage." A store is described as being "as tasteless as any to be seen elsewhere in the Caribbean." These attitudes are repeatedly expressed throughout the materials.

The filmstrips also convey the feeling that Caribbean cultures are inferior to those of the United States. The Caribbean peoples are referred to as "our enchanting island neighbors" and the materials concentrate on things "exotic," "quaint," and "primitive:" sports, calypso, the "native marketplace." These are contrasted with typical tourist attractions that do not reflect the life styles of the majority of the populations: sportfishing, luxury hotels, carnival. While a number of elements related to life in the region are touched upon, the materials do not present a good overall account of this part of the world.

The teacher's guide includes an introduction to each area, discussion questions, and teaching suggestions. No evaluative procedures are provided.

Title	CENTRAL AMERICA: A REGIONAL STUDY
Publisher	Teaching Resources Films
Publication date	1972
Grade level	4-9

Components	4 filmstrips (Central America: Regional Contrasts; Central America: Agriculture and Economy; The Mayans of Central America; The Panama Canal--each available separately); 2 records or cassettes; teacher's guide

Central America: A Regional Study seeks to present an overview of the entire Central American region. Only the first two filmstrips provide any general treatment, however, with the last two serving more as case studies of particular, fairly narrow subjects. Because of this approach, many aspects of culture are overlooked and the coverage of the topics is incomplete. Moreover, the presentation as a whole reflects a strongly pro-North American bias which results in a focusing on the more "modern" elements of the societies that suggests they are superior to alternative life styles. No other viewpoints are included.

All four filmstrips have instructional problems. Overall, the highly subjective viewpoint of the authors is presented as if it were objective fact. Specifically, the section on regional contrasts presents few contrasts; the emphasis is on urban architecture, especially that of the capital cities, and little discussion of rural areas is included. The section on agriculture and economy does not really relate the two, and there is no discussion of the interrelationships between the rural and urban sectors. The authors discuss export agriculture without mentioning its impact on Central American producers; it is just assumed that Central America should supply agricultural products to the United States. The filmstrip on the Panama Canal does not discuss the relevant social, political, and economic issues surrounding it; it relates the Canal to international development but not to the important issue of Panamanian underdevelopment. Each of these failures seriously weakens the effectiveness of the materials.

The teacher's guide includes no instructions for effective use of the materials; no suggestions of any general themes; no evaluation procedures. Suggested activities are limited to outside reading and research projects, but no bibliographical references are provided. The student or teacher would need more knowledge about Central American history and geography than is provided to use the kit effectively.

Title	MEXICO: OUR DYNAMIC NEIGHBOR
Publisher	Teaching Resources Films
Publication date	1971
Grade level	4-9
Components	6 filmstrips (Conquest to Revolution; Geographic Contrasts; Life Styles; Economic Success Story; Artistic Heritage; Vital Metropolis--each available separately); 4 records or cassettes; 3 posters; teacher's guide

Ranging from Aztec times to the present, this set of six filmstrips examines aspects of the history, culture, geography, and economy of Mexico. Throughout the individual presentations, the country is seen as a basically agrarian nation making steady progress toward industrialization, with the materials stressing the historical and cultural connections between Mexico's Indian and European heritages. With several noted exceptions, they succeed in presenting a generally balanced, positive, and interesting view of the country.

The filmstrips on history, geography, and art cover their topics accurately and with little stereotyping. The first traces the development of Mexico "from feudal society to a modern nation;" given the constraints of the medium, it is comprehensively done. The second depicts a "complicated and intriguing land." "Artistic Heritage" examines the impact of both indigenous and Spanish art, with contemporary works placed in historical context and analyzed in relation to the past.

The filmstrips on life styles and economics are less successful. Though noting that Indian populations retained their cultures despite the long-term effects of the Spanish conquest, these groups are still characterized as having led an essentially "passive" existence, a changeless, primitive, and monotonous life. Data on urban populations stress the problems of city life without much discussion of its positive aspects. Much is made of Mexico's recent agricultural and industrial progress, but not until the last statement of the filmstrip does the viewer become aware of the enormous problems still facing the economy. Such omissions create a false and distorted image of Mexico's "economic success" and limit the scope and depth of an otherwise useful learning experience.

The teacher's guide contains summaries of the filmstrips and several discussion questions. Some of the questions promote critical thinking, although most are limited to a review of the material presented in the unit. A transcription of each narration is also provided. No bibliographical references, background data, or evaluation procedures are included.

Title	SOUTH AMERICAN PEOPLES AND PROBLEMS
Publisher	Encore
Publication date	1970
Grade level	5-9
Components	6 sets of 4 filmstrips each (Introduction; Problems; Brazil; Northern South America; The Andes Region; Southern South America); cassettes; teacher's manual; student study manual

Aside from a single set which deals specifically with Brazil, the unit offers a regional overview of South America, especially with regard to the various problems existing within particular geographical settings. The question which forms the thesis of the presentation, "How do people earn a living?" tends to produce a selective, descriptive, and repetitive examination of the region and its peoples.

Much emphasis is placed on the agriculture (here including cattle raising) of South America, especially as it relates to topographical settings. As such, the stress on problems, hardships, and the "bleak prospects" for the future is overwhelming. Only in the case of Brazil does one note any hope and potential. Food shortages, illiteracy, lack of capital, minimal industrial growth, and transportation problems are noted again and again. This type of analysis produces a deterministic outlook of the situation and totally ignores some crucial elements which must be considered to understand the region.

The treatment of the various ethnic groups, particularly the Indians, is far from satisfactory. The classic division of South American populations into four basic ethnic-racial groups is rigorously reinforced. In the process, the Indians are portrayed as those who exemplify the problems of South America to the greatest degree. They are categorized as "primitive," existing in a sort of state of limbo, not quite abandoning the past and yet not quite part of the modern world. The examination of Indian life is superficial, life and culture seen in too simplistic terms, while ignoring the more complex relationships of the Indian mode of existence.

The white populations (those of European descent), in contrast to the Indian and Black groups, receive a more positive treatment. Much is made, for example, of sheep grazing in the Patagonia region, inhabited primarily by descendents of European immigrants, while the lowlands of the Guineans, inhabited by "Negroes," are described in negative terms. The generally bleak picture of South America is furthered by stereotypical images and overgeneralized, passing statements.

The producers stress a single concept approach, inquiry methodology. They state, "The filmstrips. . . encourage the student to inquire: to ask, to wonder why, to find out. . . . Students can choose the particular area they want to investigate rather than undertaking survey or comprehensive material." However, the following activities suggested in the guide merely restate and reinforce the unbalanced and disjointed treatment of the subject matter presented in the filmstrips. Additional factual data necessary to a more complete coverage of South America is as lacking in the teacher's manual and student guides as it is in the filmstrips themselves.

Title	LATIN AMERICA: A CHANGING WORLD OF LANDS AND PEOPLES
Publisher	Bear Films
Publication date	1972
Grade level	5-12
Components	6 filmstrips (Home of Many Peoples; Mountains and Jungles, Deserts and Plains; The Indian Past; Conquest to Castro; Brazil, the Emerging Giant; People and Politics); 3 records or cassettes; 6 teacher's guides

The objective of this learning unit is to depict "how different and yet interrelated are the peoples, histories, geographies, and politics of Latin America and the United States." The first filmstrip presents a general overview of the subject. The second offers an essentially geographic description. The third and fourth provide a history of the region. Number five serves as a case study; and the final filmstrip examines present and future prospects.

While the program offers good information and presents some valuable insights into its topics, it is unfortunately marred by overgeneralizations, distortions, and stereotyped images of Latin America. The population is regarded as ill-housed, ill-fed, or lacking in education. It is further characterized as being bound by religious, family, cultural, and linguistic ties, as well as by a general suspicion of the United States. Indians become "short, dark-skinned peoples with straight black hair and slanted eyes;" they are depicted throughout the presentation as existing in a "savage state."

Latin America as a whole is categorized as a supplier of raw materials to the United States and the Western world. Its politics are examined in terms of conflict, turmoil, and instability, with the Church, landowners, industrialists, and the military sharing power. The analysis of the functions of these groups, especially in relation to the status and impact of the industrial workers, students, and the growing middle class, is superficial, unbalanced, and inadequate. Moreover, the American model of "democracy" is used to evaluate political success; Latin

Americans do not quite measure up, primarily, we are told, because they do not possess the necessary spirit of freedom "evident" in the American system.

The last ten or so frames of each filmstrip present viewers with a series of questions. These dwell on the possibility of success in Latin America, with large, cut-out, multi-colored question marks superimposed over montages of people and places. The result is a melodramatic effect that may undermine the effectiveness of the learning experience.

For each filmstrip the teacher is provided with supplementary information and a list of suggestions. These are limited in scope and depth. Various types of evaluation procedures are suggested, although none are provided. No bibliographical references are included.

Title	VENEZUELA (NATIONS OF TODAY SERIES
Publisher	United Learning
Publication date	1971
Grade level	7-12
Components	4 filmstrips (Caracas Urbanism; Maracaibo Oil; Guayana,

Land of Reform; Rural Life); 2 records or cassettes; teacher's guide

Each filmstrip in Venezuela offers information about a different aspect of that nation. Taken together, they produce a travelogue image of the country, while presenting it as one currently undergoing great technological and social changes.

The presentation as a whole focuses on Venezuela's role as an exporter of essential raw materials to the United States, especially oil, and its relation to national prosperity and reform. The treatment is almost entirely descriptive. Caracas, for example, is presented as a microcosm of Venezuela with discussion limited to urban renewal and the oil industry. The material on Maracaibo is limited to a description of the industrial and social fabric of the oil industry. The material on Guayana includes little beyond the reforms resulting from the "taxes on the oil profits." The filmstrip on rural life is totally descriptive, with little emphasis placed on analysis. Generally speaking, Venezuela is regarded as an extension of the United States and the material implies that the nation should be studied only because it possesses mineral resources necessary to maintain the American economy.

The accompanying teacher's guide contains transcripts of the filmstrips and several discussion questions and suggested activities for each. The discussion questions are cognitive; related activities may prove too difficult without additional background information, which is not provided. Bibliographical references and evaluation procedures are not included.

Title	INDUSTRIALIZATION AND ECONOMIC INTERDEPENDENCE IN LATIN AMERICA
Publisher	Encore
Publication date	1976
Grade level	7-12
Components	6 filmstrips (Latin America's Land, People, and Resources; An Industrialized Society: The United States; Marketing Goods and Services in Latin America; Industrial Growth in Latin America; Latin American Trade; Effects of Industrialization in Latin

America--each available separately); 6 cassettes; teacher/student manual

This kit focuses specifically on economics and examines the process and impact of industrialization in Latin America. It clearly states that prior knowledge of Latin America is assumed as a context within which to view both industrialization and modernization in the area. Parallels are made to the United States, and students may become aware of the influence of economics in their own lives.

While the cultural diversity of Latin America is well represented in the materials, they present an unbalanced view of the effects of industrialization. Both industrialization and modernization are seen as important and beneficial to the area, and the concurrent issues of poverty and underdevelopment are not examined. Especially lacking is any consideration of the negative aspects of foreign investment in Latin America. As a study of only the positive effects of the processes described, the kit is useful. For effective learning, it should be balanced with information about other facets of these ongoing developments.

The study manual states that students should formulate an understanding of "the economic factors and problems involved in the industrial development and modernization of a country." Observation, inquiry, and analysis are encouraged in the questions provided for discussion both during and after viewing. Concepts and vocabulary are all clearly defined.

Title	THE INCAS OF PERU: THE DYNAMICS OF CHANGE
Publisher	Multi-Media Productions, Inc.
Publication date	1972
Grade level	9-12
Components	2 filmstrips; 1 record or cassette; teacher's manual

This unit proposes to document Incan society as the welfare state "par excellence." With illustrative materials drawn almost entirely from the 16th century manuscript of Pomo de Ayala, the two filmstrips examine social structure, land tenure, taxation, agriculture, irrigation, and other aspects of the Incan way of life. Emphasis is placed on the concept of centralization, with the role of religion and the administrative and bureaucratic functions of government examined within this context.

While attempting to fit the Incan system into a modern conceptual framework of "welfarism," the unit ignores the fact that notions of the 20th century welfare state are far different, both structurally and conceptually, from those present in 16th century Peru. Despite this, the filmstrips project a generally favorable image of the Incas and regard their society as far superior to that of their contemporaries in Europe. The "fall" of Incan civilization before the "onslaught from a society with totally different traditions" is treated simplistically, and depictions of the present day Inca population are condescending and ethnocentric; but with these exceptions, the program manages to present its thesis in a balanced and informative manner.

The teacher's manual contains objectives and discussion questions. No bibliographical references, background information, or evaluative procedures are included.

Title	THE MEXICAN REVOLUTION OF 1910
Publisher	Multi-Media Productions, Inc.
Publication date	1971
Grade level	9-12
Components	2 filmstrips; 1 record or cassette; teacher's guide

The Revolution of 1910 was a crucial turning point in Mexican history, and the two filmstrips in this unit examine the movement in these terms. Their narration of events is reasonable, given the time constraints of the medium, with the important leaders, programs, and developments all at least mentioned. Period photographs and contemporary murals are employed to good effect. As a brief overview or short introduction to the topic, the package could be effectively used.

Unfortunately, the Mexican people themselves suffer from the presentation. They are portrayed as poor, ignorant, and illiterate or as rich, greedy, and self-centered--in either case definitely unsuited for democracy. Leaders are classified as either enlightened reformers or as ruthless murderers, due to the biases of the filmstrips' authors, which seem to be against revolution. In some places, the materials, in attempting to prove their major theses, overgeneralize to the point of distortion or total inaccuracy.

The unit includes a teacher's guide which contains a two paragraph summary of the filmstrips' contents, a bibliography of five titles (one on Latin America in general); a list of five objectives (two higher level and one requiring students to accept a definition given by the materials which is subject to debate); and a series of learning activities which are related to the topic in a general sense. The materials do not contain any evaluation procedures.

Title	CUBA: BALANCE SHEET OF A REVOLUTION
Publisher	Current Affairs
Publication date	1975
Grade level	9-12
Components	1 filmstrip; 1 cassette; discussion guide

The stated purpose of this filmstrip is to assess the changes that have taken place in Cuba as a result of the 1959 revolution. Through the use of recent photographs and data, the material purports to present an objective, behind-the-scenes and up-to-date survey of Cuba's economic, social, and political life. It does not, however, achieve this, presenting instead a strongly biased account of communism in general and Cuba in particular, stereotyping both people and culture.

The material uses several techniques to develop unfavorable attitudes toward Cuba. One is the use of "outside" speakers who are obstensibly giving personal accounts of life in the nation. A "male voice," for example, states that Cubans are "nice people--happy-go-lucky--not the kind of people you'd expect to go communist." A "female voice" wonders, "Who would have believed that such a carefree people could become so regimented?" These statements not only stereotype communism, but perpetuate traditional images of Latins as well.

Another device used by the material is the value statement presented as fact. Thus Cuba suffers "bureaucratic inefficiency, which seems inevitable in an economy managed by the government," with no definitions of bureaucracy or managed economy. In the filmstrip Cubans are "regimented and propagandized;" in the discussion guide one question asks whether they have become "socialist zombies." The implication is that nothing positive Cubans say about their revolution or its reforms can be believed.

Supposedly an objective account of the revolution, an anti-communist tone pervades the presentation. Communism is never defined, although the material repeatedly refers to the "Cuban brand of communism" and asserts that "Cuba is clearly a different kind of communist country, more easy going and liberal than most." This, of course, is because the Cubans "are such a carefree people" who enjoy music and dancing, play sports for fun, and so on--all stereotypical images of Latins.

What could be seen as beneficial accomplishments are discounted or placed in a negative context. "There are no longer any real (?) slums (in Havana). Nobody is terribly rich, but nobody is terriby poor, either" implies that the redistribution of wealth was wrong without giving any reasons for this viewpoint. The improvement in literacy is seen as "marvelous," but used only as a tool of political control. "Manual labor, in general, is smiled upon" is a curious way to describe attitudes toward work.

The discussion guide provides a statement of purpose, background to the Cuban revolution, a transcript of the filmstrip narration, and five discussion questions. Suggested answers, which reflect the authors' viewpoints, are included. There are no bibliographical references given to aid in a more thorough treatment of the issues raised.

Title	THE UNITED STATES AND LATIN AMERICA: COOPERATION OR CONFLICT
Publisher	Associated Press
Publication date	1971
Grade level	9-12
Components	2 filmstrips; 2 records or cassettes; teacher's guide

This kit attempts to examine the relationship betwen the United States and Latin America. The authors are concerned with the impact of the Cuban Revolution on the continent; with the political direction the continent is taking; and with the role the United States will play in future Latin American political, social, and economic developments. The focus is essentially on politics.

In examining the relationship between the United State and Latin America, the materials discuss the Latin American continent as a whole; individual nations are mentioned only as examples of stated theses, and those that do not conform to preconceptions are ignored. This leads to a rather unbalanced, distorted, and overgeneralized view of all Latin American countries, one that is largely negative. Latin America is seen as an area to be feared by the United States. Its governments are depicted as violent and unstable dictatorships, its leaders as generals who have seized power undemocratically through coups against lawful rulers and who use their authority for their own purposes. Presented here as they are in documentary fashion, many of the statements are inaccurate and very misleading.

The teacher's guide contains a statement of objectives, which asks students to recall data presented in the filmstrips; some good suggestions for related activities; bibliographical references for further reading; and a multiple choice test to evaluate student performance.

Title	LATIN AMERICA TODAY
Publisher	Multi-Media Productions, Inc.
Publication date	1970
Grade level	9-12

Components	10 learning units, each containing 2 filmstrips, 1 record or cassette, and a teacher's guide (How Has Geography Affected Latin America?; Who Are the Latin Americans?; What is the Role of the Church?; Politics and Government; What Is the Role of the Military?; Village and Metropolis; The Challenge of Education; Nationalism and National Integration; Latin America and the U.S.; Reform and Revolution--each available separately)

Latin America Today is a series of 10 learning units. Each unit, which is complete in itself and may be used independently, applies a topical approach to its content and surveys Latin America as a single entity. Each focuses on an issue current at the time of production, but generally includes historical background where appropriate. As a group, the filmstrips are of uneven quality and frequently guilty of unbalanced treatment, ethnocentrism, distortion, overgeneralization, and stereotyping.

Each unit contains its own teacher's guide, which includes objectives, lesson outlines, lesson summaries, suggested teaching strategies, discussion questions, and brief bibliographies of media and published materials for both students and teachers. Cognitive learning is stressed throughout, especially the recall of interpretative information presented in the filmstrips as fact. That so many different types of teacher support materials are covered in the guides is commendable, but their content, unfortunately, reflects the problems of the filmstrips themselves. Individual units are reviewed below.

How Has Geography Affected Latin America? serves as an introduction to the program. It presents a general view of its subject and examines "the effects of geography on the peoples of Latin America" especially in terms of allowing "a diversity of cultures to survive." The central thesis of the materials is that Latin America's geography has played a large role in developing and preserving the different lifestyles of the area.

The filmstrips place special emphasis on the lack of transportation and communication and the consequent isolation of regions that has allowed a diversity of cultures to survive. They discuss the cultures only in terms of their diversity and not in terms of their "value." Experientially based, the materials could be effectively used to encourage students to think critically and extend their learning beyond the confines of the subject matter.

The goal of Who Are the Latin Americans? is to examine the "great diversity of people within the boundaries of Latin American nations." It concentrates "on the basic Indian, European, African, and Oriental ingredients of Latin American society; and on the people of mixed racial heritage who are the majority of all Latin Americans." Unfortunately, it does this in a biased, distorted, and stererotyped manner.

While the materials note concepts of heterogeneity, they treat the different groups of Latin America from an out-of-date perspective. Indian populations are viewed as still being in a "savage state" and are categorized in the teacher's guide as "wild" or "tame," "converted" or "unconverted." Racially mixed groups are classified as "meztizos" and "mulattos," both terms being passe and derogatory. The Black population is referred to as "Negro." The entire subject, in fact, is discussed in racial terms, with social and cultural considerations ignored entirely. Such statements as, "Generally speaking, the darker a person's color, the lower his position in society" vastly oversimplify a complex situation and can only lead to misconceptions and misunderstandings on the part of learners.

The treatment throughout is uneven, the examination of the relative position of the white population by far outweighing that of any other social or ethnic group. Moreover, the filmstrips totally neglect to stress the essential concept of cultural relativity: standards of dress, behavior, and interaction, as well as aspirations and goals are all viewed in terms of the white population. Both historic and contemporary developments are discussed, but as a whole the materials do not answer the question of their title.

Politics and Government concerns itself with separating myths from reality. They myths, of course, are that Latin American governments are unstable and authoritarian. While the filmstrips concur that authoritarianism is a longtime characteristic of most Latin American governments, they argue that these governments are not necessarily unstable. The materials strive for objectivity and, while they overstate their case at times, they generally present their data with a minimum of stereotypes.

The discussion of government is placed in an historical context. Authoritarianism is seen as a blend of two traditions, colonial absolutism and "personalist" leadership. Both are examined "in light of the intense regionalism which pervades most Latin American countries." Modern politics are also discussed in these terms. Although the materials ask students to accept their definitions and points of view, which are often debatable, a teacher allowing students to draw their own conclusions based on the information provided could use the unit for an effective lesson.

What Is the Role of the Military? presents its study of the military in essentially political terms, although other considerations are also included. While seeming to offer an objective, investigative report on its topic, the filmstrips in fact present a one-sided view of the role of the military in Latin America. The area is seen as politically unstable, run by elites and the military for their own purposes. Few distinctions are made between various Latin American nations and the positions of different factions and sides are not presented. The role of the military, furthermore, is seen as mostly undemocratic and damaging. Latin American leaders are classified as either of military background or as dictators, with no mention of government officials who do not fit these categories. Unbalanced in presentation to the point of being totally misleading regarding the politics of Latin America and the role of the military throughout the region, students could derive some use from the materials if their teacher supplied them with the information necessary to dispel the distortions and stereotyped images.

Village and Metropolis, as its title implies, examines rural and urban life in Latin America, with special consideration of rural-urban migration and the problems of rapid urbanization. In fact, the filmstrips use a "problems" or "predicaments" approach to the study rather than attempting to describe how people live within the constraints of their environment.

The central thesis of the filmstrips is that there are "two Latin Americas," a rural one and an urban one that have traditionally remained isolated from each other. The materials explicitly establish a progression from a primitive, rural existence to a slightly more sufficient village one (where "the business district consists of a few poorly stocked stores") to a provincial town to a prosperous metropolis. Rural-urban migration is discussed in terms of "push-pull" theories, and while the authors state that there is "probably some truth in both," they present them as opposing and rather simplistic constructs.

Both rural and urban life are overgeneralized. The rural sector seems to be peopled by indigenous groups who "are willing to follow any leader who promises them a better way of life," who want to escape the poverty of the countryside, and who are "lucky" if they succeed in the city. Cities, on the other hand, are European in origin, architecture, and organization, function mainly "by and for people of European descent," and dominate the countryside. Reform movements are not discussed, and the materials ignore the fact that while cities may be preeminant, they are still dependent on agricultural production.

The presentation makes use of a variety of drawings and photographs. The location of the subject, however, is usually not identified, and this leaves the impression that aside from striking rural-urban contrasts, there is no real diversity among Latin American countries. Some of the terms used would probably require clarification for students. On the whole, the presentation does not attempt to make Latin Americans seem real or to represent their own views.

The Challenge of Education explores the role and depth of education in Latin America from the colonial period to the university reforms and student movements of the 20th century. Education is depicted as both perpetuating traditional social problems and influencing social change; its relationship to the "industrial age" is analyzed as well. Much emphasis is placed on the nature of reform movements, but Latin America is still characterized as not belonging to the "educated countries of the world."

Rather than being a balanced account, the negative elements of education in Latin America are emphasized. Education is regarded as a tool for the promotion of industrial development and social mobility alone, one that still "mirrors" the rigid social structure by which Latin American societies are in general characterized. The materials argue that many "problems" are due to past experiences, but state that independence in fact has produced a "decline" in education overall. An historical awareness of the role of education is evident throughout the filmstrips, but this is nullified by the lack of any comprehension of the goals of the educational systems aside from the creation of a literate population to further industrial development.

The program as a whole is vague, and the necessary objectives to make clear the connection between the historical processes and the current functions of education are missing. This type of vagueness is illustrated by the poor choice of visual materials, which at times seem to be totally out of context with the audio presentation. The lack of comprehensiveness in the survey makes it in total an unbalanced and at times distorted account of the subject.

Nationalism and National Integration examines these two topics from a Eurocentric viewpoint, arguing that "Latin American nationalism differs from European or United States nationalism" in a negative way. The filmstrips maintain that "national sovereignty and the desire to play an active role in world affairs are issues of primary concern in Latin America today," although they never define either issue. Unfortunately, "Latin American loyalties tend to be regional rather than national; . . . most Latin Americans don't understand the concept of a nation; and . . . Latin American nationalism tends to be negative and aggressive." Derogatory and offensive remarks such as these, loaded with prejudicial implications, are evident throughout the presentation and seriously damage the usefulness of the materials.

Latin American nationalism is never explored in its own contexts. Nationalism as such is regarded as the product of North Atlantic historical and cultural developments; and since Latin America does not fit the model, its unique type of national integration is regarded as "slow" by the authors. Since "the concept of a nation is foreign to these people," their attempts at national integration are marred by "aggressive and negative tendencies." Nowhere in the filmstrips is there any reference to or understanding of the uniqueness of Latin American experiences which have led to the creation of a type of nationalism different from the European model.

The filmstrips further note that nationalism in Latin America is not really national. Rather, it reflects the economic, political, and social aspirations of specific interest groups; its growth, as such, is attributed to fears of American intervention in Latin American affairs and to use as a political tool by both military and civilian leadership. This implies a degree of insincerity on the part of the Latin Americans, leading a viewer to conclude that one has to be a European to be a true national.

Analysis of national integration follows similar lines. While several elements which have contributed to national integration are noted, the filmstrips argue that the process is forever being retarded by the neverchanging factors of ethnic diversity and regionalism. They conclude by stating that efforts toward national integration in Latin America will remain unsuccessful as long as alien (i.e., non-European native populations) remain within the society. Such a viewpoint has no place in allegedly objective learning materials.

The presentation as a whole is marred by sweeping generalizations and serious distortions resulting from the omission of essential data. The picture of Latin America that the filmstrips project is bleak and patronizing.

Reform and Revolution presents a highly overgeneralized, one-sided view of economic problems in Latin America. It treats the region as a whole, not as made up of separate, different nations, and makes no attempt to differentiate among them. All of Latin America becomes either very rich or very poor, and all nations share the same ethnic makeup, systems of government, and needs for reform. The viewpoint is that the politics and economics of Latin America are totally unlike those of the United States, consisting of alien ideas, ideologies, and systems. The materials fail to understand why

Latin America is not economically or technologically advanced as the United States, let alone why it should be. A cold war perspective dominates the discussion, stereotypes abound, interpretations are presented as factual statements, and differing viewpoints are not included. The result is an inaccurate, unbalanced, and highly distorted treatment of the subject.

Filmstrips for

Near Eastern Studies

Filmstrips Reviewed

Title	Publisher	Grade Level
A World Nearby: Egypt	Guidance	elem.
Living in Israel	Eye Gate House	3-6
Learning About the Mid-East Region	United Learning	4-6
Four Families of Israel	BFA	4-9
The Middle East: A Regional Study	Eye Gate House	4-9
Families of the Dry Muslim World	EBE	5-9
Israel's Land and People	Encore	5-9
Nomads of the Sahara	EMC	5-9
Islam: Its Power and Its Legacy	Bear Films	6-9
The Middle East: The Arab Experience	Guidance	7-9
The Middle East: The Israeli Experience	Guidance	7-9
The Arab World	EMC	7-9

Judaism	Time-Life	7-12
Islam	Time-Life	7-12
The Middle East: A Unit of Study	United Learning	7-12
The Middle East: Background for Conflict	Associated Press	7-12
The Palestinians	Current Affairs	7-12
Israel: Dream Confronts Reality	Current Affairs	7-12
The Middle East	TRF	7-12
The Berbers of Morocco	Current Affairs	7-12
The Arab World	Current Affairs	7-12
The Moslem World	EDI	9-12
Arabs and Jews: The Crisis	Schloat	9-12
Arabian Peninsula: Impact of Oil	EBE	9-12
Intervention: The Middle East	Current Affairs	9-12

Title	A WORLD NEARBY: EGYPT
Publisher	Guidance Associates
Publication date	1976
Grade level	elementary
Components	3 filmstrips (Geography and History; Growing Up in Egypt; Pictures to Talk About); 2 cassettes; teacher's guide

A World Nearby: _Egypt_ is a sociological introduction to life in that nation, within a child's frame of reference. The first filmstrip offers an overview of Egyptian history and monuments, the city of Cairo, the Nile, and public activities such as festivals. The second concerns the daily experiences of the children of two families in Cairo and one in a Delta village. The third, a silent filmstrip, includes pictures of people and places; questions below each frame ask students to interpret the materials presented. All the materials stress the universality of childhood and the relationship of people to their environment. Family relationships, school and play activities are highlighted, with types of shelter and work related to geographic conditions.

Within this framework, these materials present conventional attitudes and elements associated with Egypt: the pyramids, the bazaar, agriculture. While the treatment is for the most part sensitive and the kit quite informative, a few improvements could be made. The first filmstrip states that Cairo is a city of contrasts, a harmonious mixture of East and West; yet these elements do not surface at all in the presentation as only marketplaces and beautiful parks are shown. Change within Egyptian society is not really dealt with, and more connections between village and city life could be made. The featured families are relatively well-to-do. It is commendable that the kit did not focus solely on poverty and crowding (as many do), but some sense, at least, of the busyness of Cairo should be conveyed, and it should be stated that although goods and services are cheap by North American standards, most people cannot afford the large meals served by the children's families.

The teacher's guide expands on the questions in the "Pictures to Talk About" segment and suggests various activities, including discussion, cooking, and crafts which relate to the concepts presented. Similar activities and questions could be developed to reinforce concepts presented in the two sound filmstrips as well. The teacher would probably need to do some additional preparation to answer questions likely to arise, and to present a more complete picture.

Title	LIVING IN ISRAEL: NORTH AND SOUTH
Publisher	Eye Gate House
Publication date	1971
Grade level	3-6
Components	8 filmstrips (Kibbutz Families in Israel's Negev; Farming in Israel: A Desert Kibbutz; City Family in Haifa; Haifa and Acre; Jerusalem; The Jordan River; The Negev; Bedouin of Israel; 8 cassettes; teacher's manual

This presentation examines Israel's geography and selected groups which inhabit specific geographic settings, both rural and urban. The groups are discussed in a positive manner, with urban populations especially related to the student's life. The materials generally cast Israeli society in a Western mode.

Unfortunately, minority Israeli social groups and the Arab population are largely avoided, except for an examination of the Bedouins who are not, of course, particularly representative of Israeli Arabs. No intergroup tensions are discussed.

The teacher's manual provides instructions for use of the materials and questions which test for and reinforce information presented in the filmstrips. At times the vocabulary is too complex and the concepts presented too advance for the intended users.

Title	LEARNING ABOUT THE MID-EAST REGION
Publisher	United Learning
Publication date	1976
Grade level	4-6
Components	6 filmstrips (Geography; Religions; History; Nomadic and Village Life; City Life; Economy); 6 cassettes; teacher's guide

Title	THE MIDDLE EAST: A UNIT OF STUDY
Publisher	United Learning
Publication date	1976
Grade level	7-12
Components	8 filmstrips (Geography; Birthplace of Religions; History; The Arab-Israeli Conflict; Nomadic and Village Life; City Life; The Economy; Politics and International Relations); 10 cassettes; teacher's guide

Although *Learning About the Mid-East Region* is designed for intermediate-level students, and *The Middle East* is designed for students in grades 7-12, both kits contain essentially the same information. The filmstrips vary slightly from one kit to the other when discussing the same topic, and *The Middle East* includes additional data about political systems and the Arab-Israeli conflict, but the contents and treatment are similar enough for both units to be evaluated together.

The materials on geography focus on "topography, climate, natural resources and population distribution." Those concerned with religion examine the development of Judaism, Christianity, and Islam. Segments on history cover the periods from pre-classical times to 1948. Nomad, village, and urban lifestyles are examined, as are economic and political developments.

In general, the materials depict the Middle East as an exotic and backward culture area. These attitudes permeate all of the filmstrips as follows:

1. Geography: A standard introduction to the "mysterious East," complete with ominous music. A "progression of civilizations" from primitive groups to industrialized countries is implied; the desert/sown and rural/urban milieus are seen as polar opposites. The filmstrip states that camels are unimportant, then dwells on them in the survey. The emphasis is on how "we" have to understand the Middle East because of the power wielded by the Gulf States.

2. Religion: The presentation is uneven. The section on Islam is very short, especially given the great importance attributed to this religion. Islam is described as militaristic, dictatorial, and more tradition bound than either Christianity or Judaism. References to "odd customs" and "the Moslem church" are

misleading, as is the statement that "the Moslem God is called Allah." Judaism and Christianity are also rendered in medieval images.

3. History: Again, militarism is the key, the "bitter legacy of the Near East." According to the narration, "bloodshed and violence overshadow the greatness" of the Middle East. There is a long section on Antiquity; the modern period receives an abbreviated, inadequate coverage. The information on the Ottoman Empire is incomplete; colonialism is played down as the European age of exploration.

4. Arab-Israeli Conflict: The treatment represents an extreme Zionist point of view and also shows little understanding of either history or the current situation. Wars "break out" unless the Arabs make the first attack. Refugees and Palestinians in general are equated with terrorists. (Suggested student activities include debates on how to crush the Palestinians.) A picture of Palestinian refugees is followed by a picture of Israeli-flag-draped coffins; later a picture of unidentified Arabs with guns is followed by the same coffin picture, the final frame in the filmstrip. According to the text, Palestine was a "primitive, barren land under tight Ottoman control" before

the Zionists arrived, the Palestinians only "feel" it is their homeland, they "claim" they were forced out. It is never mentioned that this is not the only interpretation of the events. The stereotypes are reinforced by the constantly building rumble of guns in the background.

5. Nomadic and Village Life: Sheep and lilting music introduce the nomads of Iran. They are "fiercely independent," "fiercely loyal," "free from the cares and worries of what we call civilized existence." No connection with settled peoples is implied. Surely nomads are not carefree souls who travel around out of instinct. Villagers are described as impoverished and disease ridden; "tradition" and the idea of the unchanging peasantry of 5,000 years' existence is stressed. According to the narration, the reason their lot cannot be improved is that they are uneducated. A more cheerful scene shows a newly engaged young woman in a well-to-do setting. There is a subtle suggestion that these people are more "modern" because they are Christian.

6. City Life: The first statement is that Middle Eastern cities may be colorful and picturesque but "for all their charm" the side of poverty is overwhelming. Model cities are "glistening cities built with oil money."

Glimpses of other cities focus on bazaars, confusion, and exoticism. The one example of a city family, presented in some detail, is a European-minded middle-class Christian family in Istanbul. It is conceded that this is not a representative family. But the story (in the teacher's guide) of a young paper vendor in Cairo, intended to counter the image of the Turkish girl, is a very offensive portrayal in which fatalism and "greasy Arab" stereotypes are foremost.

7. Economy: Again we see the poor, traditional Middle East in which only oil is productive. Even when these countries industrialize, their interest is in showcase industries; they produce inferior goods, and there is no one to buy them anyway, the filmstrip asserts. Israel is glorified as modern, efficient, Westernized, and leading the way to development. Turkey is most successful (after Israel). Egypt's Aswan Dam is seen as a failure, but no real analysis accompanies this statement. Farmers are portrayed as unskilled and dim witted. (Questions in the teacher's guide are designed to elicit the response that farmers go to cities and sit in slums or become beggars.)

8. Politics and International Relations: Islamic law and custom get a shabby treatment

as do Muslim Arab countries in general. "Democracy can't work here." Only as a result of oil production do "Islamic societies" face the "challenge of modernization." Egypt's population is "mushrooming," so Egypt is looking for "handouts." So are many of the "so-called Third World Nations," we are informed. There is really no mention of relations with the US or USSR in the coverage of international relations.

The instructional materials included in these kits may merit a high rating in terms of their form; guidelines on introducing the filmstrips, discussion questions, follow-up activities, information sheets, and evaluation forms are provided in the teacher's guide. However, many of the questions are very complex and cannot be answered without further research and additional information. No bibliographical references are listed for this purpose. Since the questions also reflect the general attitudes of the sound filmstrip presentation, they are therefore unsatisfactory. Students are asked to make value judgments they may be unprepared to make; in many cases, questions are designed to evoke certain responses and promote certain viewpoints. The kit as a whole attempts to make the materials relevant to the student's life, but only similarities along Western/urban lines are reinforced.

Title	FOUR FAMILIES OF ISRAEL
Publisher	BFA
Publication date	1973
Grade level	4-9
Components	4 filmstrips (Cooperative Village Family; Immigrant Town Family; Jerusalem City Family; Arab Village Family); 4 records or cassettes; teacher's guide

These filmstrips describe the lifestyles and attitudes of one Muslim and three Jewish families in Israel. Chosen from various economic and social environments, each family is presented in terms of its particular geographical setting and cultural background. The central figure in each family is a junior high-aged child who also acts as narrator.

In general, the presentations are informative and reflect some of the tensions of Israeli society. Crowded living conditions (in the case of the immigrant town family and the Arab village family) are put into perspective, as is manual labor. Children are portrayed helping with chores and shopping for food. Assimilation to modern, European ways on the part of Jewish immigrants is stressed; acquiescence to "minority group" status on the part of the Muslim Arab community is implied as school children are seen studying Hebrew and learning a song for Israeli Independence Day. Although any discussion of the political dilemmas facing the Arab population in Israel is avoided, and the choice of a "traditional" village extended family may serve to reinforce certain stereotypes, the unit as a whole presents a fairly varied picture of the people of Israel. The kit can be utilized as a cultural approach to changing Israeli society, but the teacher would need supplementary material to put the study into a fuller context.

Title	THE MIDDLE EAST: A REGIONAL STUDY
Publisher	Eye Gate House
Publication date	1973
Grade level	4-9
Components	8 filmstrips (What is the Middle East; Iran; Syria; Turkey; Lebanon and Jordan; Saudi Arabia; Israel; Egypt; 4 cassettes; teacher's guide

This series attempts to provide a comprehensive regional study of the Middle East. Its first filmstrip presents a general introduction to the subject, with each of the other seven focusing on one or two countries at a time. They stress geography and demography, but much of their usefulness is damaged by the inclusion of rigid concepts of desert-sown and rural-urban relationships. The overall treatment is in fact ahistorical, offering a collection of selected facts that gives a distorted, stereotyped view of the area.

The materials make minimal efforts to point out the diverse cultures of the Middle East and are often inaccurate and at times offensive. Syria, for example, is presented as a militant, simple, and unstable dictatorship which is "unacceptable" to its population. Saudi Arabia exists in a vacuum, seen only in terms of oil, desert, and a lack of water. The analysis of Turkey dwells on agriculture and ignores commerce and industry; Istanbul is pictured only twice. Lebanon, the "exception" in the Middle East, is touted as a product of sophistication, capitalism, and democracy, qualities the materials find lacking in other Arab countries. The filmstrip on Israel greatly overemphasizes the presence and role of orthodoxy there. Jordan, Iran, and Egypt receive similar, unbalanced and distorted treatments.

The teacher's guide contains a brief paragraph describing the materials and transcription of the narrations. The bibliography is limited to two references. Questions which test student ability to recall facts are provided at the end of the filmstrips.

Title	FAMILIES OF THE DRY MUSLIM WORLD
Publisher	EBE
Publication date	1974
Grade level	5-9
Components	5 filmstrips (Village Life in Pakistan; Oil Worker of Kuwait; Cooperative Farming in Iran; A Berber Village in Morocco; Nomads of Morocco--each available separately); 5 records or cassettes; 5 teacher's guides

These filmstrips examine the lifestyles of Muslim families in different areas. In general the series presents its information in a balanced, objective manner. Village life, for example, is shown as a positive experience, with emphasis placed on cooperation among the people, the raising of crops for food and trade, hard work, efficiency, and education. People are seen as real, operating within a viable cultural context.

The different activities examined are related to both culture and environment, not simply presented without explanation. Families eat well because they can afford to do so. Bedouin children attend no school, but do learn how to take care of themselves. Nomads have definite occupations and move for reasons that are made clear, as is their relationship to settled society. Women are generally portrayed in dynamic terms, working and learning, although it is misleading to say that an Iranian woman weaves "in her spare time" since her work is necessary to the family's income. The filmstrips on Kuwait and Iran tend to stress the triumph of the "new" (modernization and Westernization) over the "old" (traditional ways).

The materials admirably meet their stated goal of presenting the daily life and aspirations of groups of people in various settings. Two of the objectives, however--placing countries in geographical perspective; examining similarities and differences among Muslims--are less successfully met. With the exception of the Moroccans, the groups studied are seen in isolation. The title itself is confusing: are only the countries examined part of this world?; is there another Muslim world?

The treatment of religion is the weakest part of the series. The failure to define Islam, Muslims, and the Muslim World is glaring. Supposedly the primary identification of all the people studied is as Muslims, but no background to Islam is included. The materials mention that the people "pray to Allah," but this could be misleading, as Allah is the Arabic word for God, not a special deity worshipped by Muslims. Ramadan is mentioned as the "fasting time," but there is no explanation of when fasting is required or why. Midmorning tea is shown as a "Muslim ritual." These omissions and misrepresentations need to be considered when using the kit.

The teacher's guides contain review and discussion questions pertaining to the filmstrips and to broader topics of interest. They provide no real background material and no bibliographical references; without additional information, the teacher might be confronted with questions he or she could not answer.

Title	ISRAEL'S LAND AND PEOPLE
Publisher	Encore
Publication date	1974
Grade level	5-9
Components	5 filmstrips (Picture Glossary for Israel; Geography of Israel; Economy of Israel; Kibbutzim of Israel; People of Israel--each available separately); 5 cassettes; study manual

These materials present an idealized conception of Israel and Israeli society. Certain filmstrips are "safe" as they deal totally with uncontroversial topics: physical geography, etc. Others are very selective in the information they present and bring forth an image of an Israel existing in a void, detached from any problems. The segment on the people of Israel, for example, perpetuates stereotyped images in its brief treatment of the Arab population. The segment on Israeli economy is based solely on agricultural motifs without any reference to Israel's industrial capacities. Since the presentation as a whole does not deal with any historical or political aspects and does not give a complete treatment of the topics it does cover, it is of limited value.

Pre- and post-viewing activities are provided in the study manual, as well as general instructions for use of the materials. Although the filmstrips themselves are purely descriptive, the follow-up activities do suggest aspects of critical thinking.

Title	NOMADS OF THE SAHARA
Publisher	EMC
Publication date	1971
Grade level	5-9
Components	2 filmstrips (The Tuareg Nomads; On a Desert Caravan); 2 records or cassettes; wall chart; duplicating masters; teacher's guide

These filmstrips present data about the lifestyle of the Tuareg of North Africa. The first presents a general account of the "desert environment" and various aspects of daily life, with special attention to the elements of existence and survival. The second depicts the journey of a salt caravan across the Sahara. Although the Tuareg are examined as a somewhat exotic culture group, the people do emerge with a sense of dignity.

As a case study, this kit takes an interdisciplinary approach to the Tuareg and attempts to provide information with a minimum of interpretation. The more controversial aspects of Tuareg culture (kinship organizations, intergroup conflicts, taboos, social mores) are avoided, with the exception of the caste system and the vassal tribes. The conflicts presented are limited to those posed by the environment. On the whole, the presentation treats its subjects with respect, and a good case study results.

Instructional objectives, transcripts of the narration, a glossary of terms, and an annotated bibliography are provided for the teacher's use. Learning activities which directly relate to the themes of the presentation are printed on ditto masters. They relate to adaptability of nomads to desert life, their use of resources, cargo-carrying systems, and language.

Title	ISLAM: ITS POWER AND ITS LEGACY
Publisher	Bear Films
Publication date	1974
Grade level	6-9
Components	2 filmstrips; 2 cassettes; 2 teacher's guides

This unit utilizes Islamic art to project the cultural and historical consciousness of the Islamic world. Had the medium of art been structurally integrated within a more general framework, the concept of presenting the totality of Islam through an examination of its arts might have been realized. The materials, however, fail to spell out the essential connection between art and historical/cultural processes. As a result, images and statements concerning Islam are often taken completely out of context.

The first filmstrip provides general information about Islam, but casts it as an exotic and alien religion/culture. The second correlates certain Islamic contributions within the Western framework; in fact, similarities of Islam to other cultures are characterized only in terms of Muslim contributions to the West. Moreover, the materials project stereotyped images as well as cultural distortions. The term "Arab" does not mean "dry," nor is Islam an offshoot of the Judeo-Christian and Indo-Persian frameworks, as is implied. Islam is categorized as a "past" civilization, and referred to in the past tense throughout the presentation. This program might serve as an introduction to aspects of Islamic art, if carefully used, but not as a comprehensive introduction to Islam or the Muslim world.

The teacher's guide includes no background information, bibliographical references, or instructions for implementation of the unit.

Title	THE MIDDLE EAST: THE ARAB EXPERIENCE
Publisher	Guidance Associates
Publication date	1975
Grade level	7-9
Components	5 filmstrips (The Arab World; The Bedouins; An Egyptian Village; Cairo: The New City and the Old; Modern Women of Syria); 5 records or cassettes; teacher's guide

Designed to introduce students to the Arab world, these materials provide historical background, examine lifestyles in different geographical and social settings, evaluate the Arab role in international affairs, and consider likely directions of change in Arab societies. They cover such topics as Islamic history, the Palestinian refugees, the development of Arab nationalism, and new directions in the foreign policies of the Arab states.

The filmstrips vary in their accuracy and comprehensiveness. Those on Bedouin life, an Egyptian village, and women in Syria are fairly specific case studies that detail certain aspects of "the Arab experience." The segment on Cairo is a more general treatment and that on "the Arab world" is, of course, the most general in concept.

"The Arab World" serves as an introduction to the study. It does not, however, achieve the comprehensive overview which it intends to provide and which is necessary for understanding the diversity and complexity of its topic. It dwells on certain aspects of Islamic-Arabic history and makes generalized statements about the contemporary Arab world which need greater qualification. It dispels "old" stereotyped images of the camel, harem, and jihad; but unfortunately replaces them with new ones of the oil rig, political pressure, and rich Arab sheikhs displaying their new Mercedes. It overemphasizes the desert/nomadic origins of Islam and neglects its urban and commercial origins and experiences.

Discussion of the "modern period" is limited to the 20th century and focuses on two topics. The first, the struggle for Palestine and the current Arab-Israeli conflict, is given a reasoned treatment. The second, the attempted transition from "traditional" to "modern" life on the part of "Arab society" is presented in terms of very recent developments related mainly to oil wealth and its use toward "political and social ends."

The teacher's guide contains very short summaries and brief background notes on the filmstrips, a brief bibliography, and questions for discussion. Most of the discussion questions cover the factual material presented, but some ask students to interpret certain trends as well. Suggested activities and research projects are also provided, but they are limited in number and in scope.

Title	THE MIDDLE EAST: THE ISRAELI EXPERIENCE
Publisher	Guidance Associates
Publication date	1975
Grade level	7-9
Components	3 filmstrips (Exile and Homecoming; Out of the Holocaust; The Birthright); 3 cassettes; discussion guide

As an introduction to the "Israeli experience" in the Middle East, this kit includes a brief summary of Jewish history that emphasizes the Jewish desire to return to the land of Israel and highlights the origins and development of the Zionist movement. The destruction of European Jewry and subsequent creation of the state of Israel are given detailed treatment, as is the nature of Israeli society.

The materials present Israel in a very positive manner and they stress the hard work, dedication, and accomplishments of the Jewish population. Attitudes of Israelis from various backgrounds are presented in the form of personal commentaries. Unfortunately, the total account is unbalanced, with the problems faced by the Israelis mnimized and the nation's Arab population all but omitted from the discussion. Such statements that Palestine was a "land which had slumbered under Turkish rule for five hundred years" and that the creation of the state of Israel was the origin of the "refugee problem" distort the extent and nature of Arab settlement before the arrival of the Zionist immigrants and tend to create condescending attitudes toward the Palestinians. The implication is that all difficulties will be solved by the Israelis because they possess Western know-how, which the Arabs do not.

The teacher's guide includes questions for discussion which review information contained in the filmstrips. Students are asked their opinions on current problems, but they have only been supplied with one view by the materials. Some background information and bibliographical references are provided.

Title	THE ARAB WORLD
Publisher	EMC
Publication date	1974
Grade level	7-9
Components	4 filmstrips (The Land and the Heritage; Oil and Water; Nomads, Villagers, City Dwellers; A Time of Change); 4 records or cassettes; 3 paperback books; political map; teacher's guide

Title	EYES ON THE ARAB WORLD
Publisher	EMC
Publication date	1975
Grade level	10-12
Components	4 filmstrips (The Mark of History; Oil: Key to World

Power; From Nomad to City Dweller; Contrasting Societies: Yemen and Kuwait); 4 cassettes; 3 paperback books; political map; teacher's guide

These two kits, one for junior high and one for senior high school students, offer materials on the history, peoples, lifestyles, and cultures of the Middle East. The stated goal of both is to examine and remove stereotypes and biases, but the implication throughout is that the Arab world is interesting and vital insofar as "we" must deal with it in terms of economic (oil) and political issues (Arab-Israeli relations).

The approach throughout is that of an outsider looking in and the Middle East is presented from a Western perspective. Thus the Arabs are "catching up with the world" by developing modern industrial states, although Western legal systems are still "more sophisticated" and learning is seen as a Western derivative.

The filmstrips move very quickly. In order to use them properly, a teacher would need to stop and read the captions provided in the guides; otherwise it would be difficult to know which country is being shown. Very rapid jumps from place to place are confusing and tend to present the Arab world as a monolithic unit, although the kits do state that it is not.

The three paperback books included in both kits perpetuate a number of myths and prejudices against Islam and the Arab world. In New Ways for Ancient Lands it is the Europeans who are bringing change to the Arab people, the UN which is reshaping their lives. It gives the impression that Arabs are "simple," awed by technology. Mosques and Minarets equates Muslim with Arab. Tents to City Sidewalks polarizes the Arab countries into either oil-rich, modern nations or poor and underdeveloped states with no natural (or human) resources. Its descriptions of "three distinct lifestyles"--nomadic, village, and urban--suggest a progression from simple bedouins to sophisticated urbanites. Villages are characterized as picturesque, crowded, "littered with trash and garbage," and full of flies. Other value judgments take the form of "not very many years ago a villager who became sick was treated with herbal remedies;" this in itself need not have a negative connotation.

Descriptions of cities stress that some are "normal" like Chicago, with Beirut touted as a Western model.

Much of the teacher's guide is informative and provides directions for use of the kit especially in terms of objectives and learning activities.

Title	JUDAISM (THE WORLD'S GREAT RELIGIONS)
Publisher	Time-Life Multimedia
Publication date	1973
Grade level	7-12
Components	2 filmstrips; 2 records or cassettes; 4 spirit masters; 1 reprint; teacher's guide

Part of The World's Great Religions series, these filmstrips reflect a simplistic approach to both the Jewish religion and Jewish history. They present very little of the real meaning of Judaism and render the dynamics of Jewish history in stereotyped form: the "falling away from God" resulting in the conquest of the Biblical kingdoms; Jews being "internal" and withdrawn; survival conceptualized as an abstract being. At the same time there is an attempt to view Judaism as a community very similar to Christianity, which it is not.

Omissions also add to the problem of distortion. The materials, for example, allude to a "religious-national" tension in Judaism, but treat it only as a religion, which does not explain Zionism, the reform movement, or the significant numbers of non-religious (or non-observant) Jews. Israelis are pictured entering Jerusalem in 1967 as almost a religious act, and their action is not put in the context of the Arab-Israeli conflict. American Jews are represented only by photographs of orthodox religious rituals, which certainly are not characteristic of American Jewry. The idea of oppression is presented, but not explained. A major omission is failure to explain medieval persecution; with no mention of the role of the Church or state in the persecution of Jews; anti-Semitism cannot be understood.

The artwork chosen to illustrate the Biblical period is good, but almost entirely Christian in origin and interpretation. The use of cantorial music is incomplete, as the chants are sung in a Western European, operatic style. Tapes from Eastern European or any of the non-European Jewish communities would have presented a more indigenous Jewish and Semitic sound which, while less familiar to non-Jews, would have shown a real and important difference in cultic/cultural practice.

The teacher's guide includes no bibliographical references other than to the Bible and the Talmud. Background information provided is too simplistic to give an uninformed teacher adequate preparation to discuss the issues raised by the materials.

Title	ISLAM (THE WORLD'S GREAT RELIGIONS)
Publisher	Time-Life Multimedia
Publication date	1973
Grade level	7-12
Components	2 filmstrips; 2 records or cassettes; 4 spirit masters; one reprint; teacher's guide

Although the goal of these filmstrips is to closely examine the history and doctrines of Islam and its place in Middle Eastern society, this segment of The World's Great Religions presents an extremely distorted and often factually inaccurate account of Islam, both as a religion and as an historical development. It continually emphasizes that Islam (incorrectly referred to at one point as Mohammedanism) is the "youngest of the world's great religions" and the "simplest and most explicit." An attempt to contrast it with Christianity and Judaism falls short of any meaningful analysis, however. Mohammed is portrayed as one whose "growing respect for the concept of One God inspired him to become a holy man--to wander off to a cave in the hills and to meditate. . . ." Not only does this misrepresent his role as the Messenger of God, not a holy man as such, it also confuses the nature of the revelation received by him. The "crusading zeal" supposedly characteristic of the religion is considered part of his (Mohammed's) legacy.

Stereotyped images of the desert, fanaticism, and abject obedience on the part of Muslims are reinforced throughout the presentation. Aside from inaccurate statements such as, "Until recently, Islam had no organized missionary movement," there are value judgments with no supporting evidence: "It can be said that Islam is on the defensive;" "Islam has somehow remained outwardly intact." Oversimplifications and omissions contribute to the distortion as well. For example, the materials state that Islam's "once great empire has been dismembered by modern nationalism and stricken by economic diversity," but include no mention of the historical processes involved or the role of Western powers.

Title	THE MIDDLE EAST: BACKGROUND FOR CONFLICT
Publisher	Associated Press
Publication date	1975
Grade level	7-12
Components	2 filmstrips; 2 cassettes; teacher's guide

This kit attempts to present an "objective" analysis of the background of the Arab-Israeli conflict. The final result, however, has definite pro-Israeli overtones and manages to perpetuate classic stereotyped images of both Arabs and Jews. In effect, Israelis are portrayed as either Hassidic Jews or gun-bearing soldiers. The Arabs are symbolized by kaffiya-wearing peasants, oil wells, and camels; an extremist terrorist group is projected as representative of the Palestinians. The historical presentation is limited and views the cultures only in Biblical terms: the "classical" conflict of religions is stressed, with Islam seen as an offshoot of the Hebrew tradition. A simplistic view suggests use of the Bible to justify the Israeli position and the "era of Arab conquests" to reaffirm the Arab position. A limited number of discussion and research questions are provided in the teacher's guide, although there is little background or bibliographical material.

Title	THE PALESTINIANS: PROBLEM PEOPLE OF THE MIDDLE EAST
Publisher	Current Affairs
Publication date	1976
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

This 20-minute filmstrip presents a concise and informative account of the historical and political dimensions of the Palestinian issue. It emphasizes how the Palestinian Arabs view their situation as it has developed over time, with Israeli opinion introduced as it pertains to a particular claim or concern of the Palestinians.

Although the treatment is brief and could be supplemented with additional material, it does identify the main lines of conflict and present contradictory views on specific points of dispute. The treatment of Arabs in Israel, the reasons so many Palestinians became refugees and other important subjects are noted with enough information to stimulate further discussion and encourage critical thinking by students. Also stressed are the importance of the resolution of the Palestinian issue to any Middle East peace settlement and the determination of both Israelis and Palestinians to achieve their goals.

The title "Problem People of the Middle East" seems an unfortunate choice. "Palestinians and Israel" or simply "The Palestinians" would be a more accurate description of the contents of the filmstrip and less likely to label the Palestinians as a "problem people" in general.

The teacher's guide contains a short background summary of historical claims to Palestine, religious concerns, and some of the events leading to the establishment of Israel. Suggestions for discussion and research cover the key issues and ask students to formulate opinions only after a careful consideration of facts. No bibliographical references are included, however.

Title	ISRAEL: DREAM CONFRONTS REALITY
Publisher	Current Affairs
Publication date	1974
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; discussion guide

In this filmstrip, historical and religious identification with the land of Israel among Jews is related to problems of generational, ethnic, and political conflict within Israel, and to Israel's military and economic concerns in the Middle East. Although the depth of the presentation is limited by the shortness of the filmstrip and by the scope of the problems it intends to examine, the filmstrip does allude to certain tensions within Israeli society. Two central concerns are whether crisis conditions are the binding force behind Israel's diverse and divided society, and whether a lasting peace settlement would lead to serious upheavals within the country. Also examined are the differences in economic opportunity for Sephardic and Ashkenazi Jews.

Certain generalizations appear, however, that may be misleading. For example, it does not seem reasonable to assert without reservation that city dwellers, "many of whom are sophisticated. . .have little in common with the hearty inhabitants of the kibbutzim." The most serious shortcomings in the presentation are in the treatment of political issues: defining the central issue of the current Middle East conflict as "the right of the Jewish people to a homeland of their own" is an oversimplification. At times the factual presentation is faulty, in speaking of the position of the Arab population in Israel, for example. In general, Israeli Arabs are portrayed as a "culturally and economically deprived people living within Israel's borders" who are at the same time, "as a group, loyal to Israel." No plausible explanation for this stance is provided. Palestinian Arabs are represented as "refusing to integrate," constantly "clamoring" for a state in "what they consider to be their homeland," a state "comprising portions of Israel." The narrator also seems to speak in derisive tones when mentioning the aspirations of Palestinian Arabs.

The teacher's guide contains some background information and a transcript of the filmstrip's narration. The material was not prepared with a view to follow up activities. It provides no suggested learning activities, bibliographical references, or evaluation procedures. Since the filmstrip itself gives only a brief, largely descriptive and selective treatment of its subject, it should be supplemented with both additional information and more attention to analytical thinking.

Title	THE MIDDLE EAST
Publisher	Teaching Resources Films
Publication date	1972

Grade level	7-12
Components	6 filmstrips (History and Heritage; Islam: The Religion of Mohammed; Natural Resources; Agriculture and Change; Changing Social Patterns; A Political Perspective--each available separately); 6 records or cassettes; 5 wall charts; 6 spirit duplicating masters; 1 paperback book; teacher's guide

This program was intended to present as comprehensive a unit as possible on the Middle East. Its goals include offering a "broad overview, showing the historic past and the present problems of this complex, valuable and constantly troubled part of the world" and providing students with "the background necessary to understand the social and economic implications of political turmoil" in the region. Topics range from ancient Egypt and the Persian Empire to agriculture and patterns of change. The unit as a whole, however, is marked by serious lapses in both the presentation of data and their interpretation.

The major problem of the program is in its reliance on sweeping generalizations and distortions of evidence to present its major topics and themes, which results in the continuance and reinforcement of classic stereotyped images of the region and its peoples. Elements of the exotic and romantic, combined with images of the Middle East as a place of glorious yet faded antiquity, are present throughout; the area in general is depicted as still existing in a state of limbo between its rich past and uncertain future. Islam is portrayed as a "simple," outmoded religion suited particularly to "developing nations," and its followers are incorrectly called "Mohammedans." "Natural Resources" are limited only to oil and water. "A Political Perspective" limits itself to the Arab-Israeli conflict and totally ignores the multitude of other political situations and circumstances.

Supplementing the filmstrips is a paperback book which contains a number of factual mistakes. For example, Constantinople is used as the name of the capital of the Ottoman Empire instead of Istanbul. The proper name of the Egyptian monarch is Fuad, not Fuadi. More disturbing, however, is the confused anthropological interpretation, which presents the theoretical approaches of Patai, Coon, and Berger in a freely mixed fashion. The term "underdeveloped" is used indiscriminately and limits the depth and scope of the unit's analysis of "modernization" and other related topics.

A low-level cognitive approach is evident in both the filmstrip presentations and the selected activities. Aside from a few critical questions, the remaining materials are rather simple and straightforward. Several questions are leading, and some are in questionable taste. ("Select two students and have them enact an imaginary meeting between Mohammed and Jesus discussing the Arab-Israeli situation today.")

Title	THE BERBERS OF MOROCCO: NORTHWEST AFRICAN MOUNTAIN LIFEWAYS
Publisher	Current Affairs
Publication date	1973
Grade level	7-12
Components	2 filmstrips (Survival in the Atlas Mountains; Moslem Customs and Rituals); 2 records or cassettes; teacher's guide

Part of a series produced by Ethnofilm/ New York, this kit concentrates on the Berbers in Morocco. It discusses human adaptation to a mountain desert environment, the High Atlas mountains, and describes the Berber culture and sense of history. Topics treated include types of economic activity, division of labor within Berber communities, their relationship to the city of Marrakesh, religious life, and ceremonials.

In general, the treatment is thoughtful and sympathetic. There is perhaps too much emphasis on the Berber's "warrior past," "courage and daring." Sound effects and ceremonial music in the background are not usually related to the picture being shown, and there is no explanation of how or when this type of music would be played. This may contribute to a view of Berbers as exotic people. Certain statements may lead to confusion if not clarified: "Unlike many other Moslem women, Berber women leave their faces uncovered." "During religious festivals, the men gather to pray to Allah."

The teacher's guide contains a useful listing of "What to look for in these filmstrips," including topics such as economic facts and concepts, arts and crafts. A background section elaborates on some of the themes of the presentation, although the teacher would have to establish links with the material in the films. Discussion questions encourage students to make comparisons to the US; some make assumptions about the appropriate answer. ("In what ways does tradition play a far greater part in influencing the way of life of the Berber than it does in influencing our own lives?")

Title	THE ARAB WORLD: OIL, POWER, DISSENSION
Publisher	Current Affairs
Publication date	1974
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

This filmstrip examines the political influence exercised by Middle Eastern oil-producing nations, discusses the prospect for the creation of a united Arab bloc, and considers the effects of oil profits on internal development. While the discussion guide points to the need to destroy old stereotyped images of the Arab world, some are reinforced by the materials nevertheless.

The presentation emphasizes the diversity within the Arab world, but offers unbalanced accounts of its politics, economies, and societies. For example, it discusses the "newly" acquired powers of Saudi Arabian oil, but makes no attempt to point out the benefits it has brought to the Saudis. Moreover, the slides portray the industry as being dominated by manual labor, totally ignoring the obvious degree of sophistication required, and suggest a generally "primitive" industrial population. The Arab world as a whole is shown through the flashing of numerous photographs portraying mob scenes, which would create a wrong impression in students. Aside from a single slide of several smiling Egyptian peasant children, the people seem to possess an aura of grimness and dead-seriousness. Some group conflicts and tensions are noted, such as the conflict with Israel, but no apparent attempt is made to discuss the positions of the different sides.

Related materials and activities are provided in the discussion guide along with a short statement of purpose. Some degree of critical thinking and problem-solving techniques is evident in the related activities. There are no evaluation procedures or bibliographical references; the background information is inadequate.

Title	THE MOSLEM WORLD
Publisher	EDI
Publication date	1976
Grade level	9-12
Components	4 filmstrips (Islam's Bond and Breadth; Islam and Its Legacy; Life and Leisure; Winds of Change); 2 cassettes; teacher's guide

The approach of The Moslem World is a cultural one and in emphasizing the concept of "culture areas" it makes the viewer aware of the unity and diversity of Muslim communities from Morocco to the Philippines. The basic elements of Islam are presented and the unit treats, briefly but impressively, such related subjects as foods, local industries, leisure and recreation, population, class stratification, social change and interaction, and the functions of art.

The kit could be utilized as an excellent introduction to the people and cultures of the Muslim world. It should be noted, however, that elements of "conservatism" in the religion are stressed through overgeneralizations about the position of women, the role of religious education, and the concept of fatalism. Politics and social conflict are generally avoided as well.

The four-page teacher's guide contains summaries of the four filmstrips; directions for classroom use; discussion questions; and suggestions for independent, small-group, and classroom activities. A series of 10 multiple choice "comprehension questions" could be used for evaluating student knowledge of selected data. No background information for the teacher or bibliographical references are provided.

Title	ARABS AND JEWS: THE CRISIS
Publisher	Schloat
Publication date	1972
Grade level	9-12
Components	6 filmstrips [Background (1 & 2); Two Points of View (3 & 4); Role of the Superpowers (5 & 6)]; 6 cassettes; teacher's guide

This presentation seeks to provide a comprehensive yet detailed understanding of the past and present dimensions of the Arab-Israeli conflict. It sees the Middle East dilemma primarily in terms of two peoples with nationalistic goals competing for the same land. The first two filmstrips provide a chronological coverage of the conflict. They describe the historic forces behind the emergence of Zionism and Arab nationalism; the idea that both are strong and deep-rooted aspirations for which people are willing to sacrifice is stressed. The history of Arab-Zionist relations is also carefully traced through the documents, agreements, and local and international events preceding the establishment of the state of Israel in 1948, with Zionist settlement policies in Palestine related to the changing international situation. The impact of European anti-Semitism, culminating in the Holocaust, on the struggle for Palestine is assessed. An important distinction between anti-Semitism and anti-Zionism on the part of the indigenous Arab population is implied. The events leading up to the wars of 1948, 1956, and 1967 are sketched.

The third and fourth filmstrips call upon much of the same material but expand on it with respect to the present attitudes and claims of

Arabs and Jews. Reasons for the physical, cultural, and historical attachments to the land are suggested; political claims are explained with fair consideration to each point of view. It is noted, for example, that Arab and Jewish arguments concerning the historical right to Palestine are largely based on conflicting statements and promises made by foreign powers during the Mandate period. Arab and Israeli positions on the Arab refugee problem are contrasted; the issue of Jewish refugees is also raised.

The last two filmstrips concentrate on the past and present concerns of foreign powers in the Middle East and the importance of resolving the Middle East conflict. United Nations Resolution 242 is highlighted as a possible foundation for a working settlement in the area, but the difficulties in implementing this or any plan are recognized. Finally, the discussion turns to the economic, military, and political concerns of the US and USSR in particular and the strategic and economic importance of the Middle East in superpower rivalry.

The presentations contain a great deal of information, offered in a clear, careful manner which generally avoids overgeneralizations and stereotyped images. A certain amount of repetition occurs, since the same information is analyzed from different angles, but this serves to reinforce the essential facts and put them in a more dynamic perspective. Maps and charts are used to illustrate boundary changes and aspects of economic production.

The teacher's guide lists instructional and learning objectives. Key terms and concepts which should be understood before viewing the filmstrips are defined. Review questions follow the script of each filmstrip; they call for a recap of the material presented. Copies of the McMahon Correspondence and the Balfour Declaration are included, with suggested discussion questions and background information. Project ideas include group, class, and individual activities. The filmstrips themselves would probably generate more ideas. A bibliography, which could be expanded, is also given.

Title	ARABIAN PENINSULA: THE IMPACT OF OIL
Publisher	EBE
Publication date	1975
Grade level	9-12

Components 4 filmstrips (Oil: Fuel for Change; The New Arabs of the Peninsula; Oil for Continuing Growth; Where the Oil Money Goes); 4 cassettes; teacher's guide

The objectives of the series are "to indicate the importance of oil to the economy of the Arabian peninsula, to show how rapid economic development is affecting the lives of the people of the peninsula, to describe the technology and manpower involved in the exploration for new oil reserves, and to examine the use of oil revenues to build a diversified economy and industrial base for the future." The presentation emphasizes the personal nature of government in the Arabian peninusla and its interests in social welfare, education, and other concerns. It introduces students to individuals, encouraging them to imagine what their life is like.

The kit largely succeeds in meeting its objectives. However, there is a definite bias toward "modernization," equated with industrialization and oil, boutiques, and automobiles. Also, looking toward the "new Arab" tends to negate or at least underplay historical experience, and may give students a negative impression of Arabs in countries without oil.

The teacher's guide contains summaries of filmstrip content, the narration, and discussion questions. More background material for the teacher might have been helpful.

Title	INTERVENTION: THE MIDDLE EAST
Publisher	Current Affairs
Publication date	1973
Grade level	9-12
Components	2 filmstrips; 2 cassettes; discussion guide

Using the political situation in the Middle East virtually as a case study, this kit argues for a "world order" that embodies such basic values as preventing war, promoting economic welfare and social justice, and maintaining a balanced ecology. The materials examine the development of a world political system and its changing features over time, singling out intervention as one process occurring within this system. Although the unit is somewhat propagandistic in nature, its bias is clearly stated and obvious throughout.

Past and present intervention in the Middle East is the specific topic of the filmstrips.

Their analysis is political, one that emphasizes the interplay between certain geophysical elements and corresponding political forces such as nationalism, colonialism, and the superpower rivalry. Trends in internal and external Middle Eastern affairs are discussed with a view to assessing possibilities for the future. In general, the treatment is intelligent, although more information is needed on the events in the Middle East the kit uses to exemplify intervention.

The teacher's guide offers suggestions for classroom use, provides questions for discussion, and a bibliography of related materials, including other filmstrips and games. It provides little background on the Middle East in general, however.

Filmstrips for Russian and East European Studies

Filmstrips Reviewed

Title	Publisher	Grade Level
A World Nearby: Czechoslovakia	Guidance	elem.
Growing Up in Russia	Schloat	elem.
Two Germanies--Two Doctrines	SVE	5-9
The USSR: A Regional Study	Eye Gate House	5-9
Seeing the Soviet Union	Coronet	7-12
Seeing Eastern Europe	Coronet	7-12
Romanov Past and Russian Present	Multi-Media	7-12
Russia's Many Faces	TRF	7-12
Siberia Now	EMC	7-12
Soviet Society and Culture	Encore	7-12
Eastern Europe	EAI	7-12
Daily Life in Communist Russia	Multi-Media	7-12
Moscow Correspondent	Visual Education	9-12

The Soviet World	EMC	9-12
Eastern Europe from Within	EBE	9-12
History Through Literature: Russia	Guidance	9-12
Yugoslavia: A Balkan View of Nation Building	Guidance	9-12

Title	A WORLD NEARBY: CZECHOSLOVAKIA
Publisher	Guidance Associates
Publication date	1976
Grade level	elementary
Components	3 filmstrips; 2 cassettes; teacher's guide

The primary objective of this unit is to examine and know "oneself through others, and others through oneself." The presentation is designed to foster an appreciation and understanding of both the viewer's own cultural setting and Czech culture. Part 1 is an overview of the country's major geographical and cultural features, stressing that "Czechoslovakia is an old country with a very rich past, and a new country that is very much a part of the modern world." Featuring two Czech families--one urban, one rural--Part 2 examines aspects of daily existence including art, history, traffic, shopping, farming, weather, and food. The work and play activities of children are highlighted, as students are encouraged to relate their experiences to those of Czech children. Part 3 consists of a variety of photographs which again stress the relationship of people to their environment and universal aspects of childhood. Questions printed below are designed to encourage discussion and further study.

Although the point of view utilized is not a Czech one, the presentation nevertheless is fairly objective and brings forth a positive image of the country. There is, however, no mention of any of the hardships or tensions of Czech life, which should be considered in a complete treatment. The unit also fails to explain the meaning of a "collective farm," although the concept is used extensively throughout. These are minor shortcomings, considering the overall quality of the unit.

The learning activities in the teacher's guide are of high caliber, numerous and diverse, and well related to the specific objectives of the materials. The unit encourages critical thinking by providing many questions for discussion, with a fair amount devoted to architecture, art, music, etc. Some background material is provided for the teacher, and a bibliography for students and teachers is included.

Title	GROWING UP IN RUSSIA
Publisher	Schloat
Publication date	1975

Grade level	elementary
Components	2 filmstrips (City and Country; Work and Play); 2 cassettes; teacher's guide

Growing Up in Russia examines the lives of city and country children in the Soviet Union, including their activities such as work, play, entertainment, and joining the Pioneer Movement. Diversity in social classes is well reflected by the families shown, with both workers and professionals represented. In seeking to enable students to "show awareness of another way of life," the materials compare and contrast similar motifs (education, television, after-school activities, and others) in the Soviet Union and the United States.

The filmstrips introduce the viewer very objectively to the similarities and differences of the lifestyles examined. They do not include viewpoints of the people being studied and do not greatly treat intergroup conflicts and tensions, but their data is accurate and generally up to date. Not only do they avoid stereotypes, but they attempt to make students think about them with such discussion questions as, "Is there a woman factory head that you know?" "Do you think this situation will change/should change?" "Why or why not?"

The teacher's guide includes a series of follow-up questions that are well related to the general objectives of the kit. The questions promote both an understanding of facts and critical thinking, although some concepts seem too advanced for younger students, for example, "knowledge of contradictions between theory and practice in the USSR and in the USA." There is also a bibliography of eight titles.

Title	TWO GERMANIES -- TWO DOCTRINES
Publisher	SVE
Publication date	1973
Grade level	5-9
Components	4 filmstrips (A Rhine River Barge Master; A Farm Family in Bavaria; The Leipzig Trade Fair; Divided Country--Divided Capital); 2 cassettes; teacher's guides

This unit surveys the history, geography, economy, and political systems of East and West Germany, with special emphasis on comparisons and contrasts between the two nations. It depicts the lives of working class families, visits the Leipzig Trade Fair, and examines some issues pertaining to the city of Berlin.

Unfortunately, the unit is characterized by a superficial and biased treatment of these topics. Nemerous overgeneralizations and stereotypical statements appear. For example, Bavaria is described as a "state of mind" with neat farms "nestled" in the hills, and "fairy tale towns." The background music for these and similar statements throughout the presentation can only be described as corny.

With respect to the consideration of political differences, the unit is decidedly biased in favor of the West German and capitalist camps. Offering no explanation of the basic tenets of Communism, especially needed at this level, the unit instead makes many negative statements about East German trade, manufacture, and commerce. For instance, "Perhaps the fair (the Leipzig Trade Fair in East Germany) does not really reflect man's natural instinct to carry on trade--to make things and sell them." The attitudes of East Germans are almost entirely ignored, and the brief examination of the Berlin Wall is too superficial to provide any meaningful analysis. Also, the filmstrip title, "Divided

Country--Divided Capital," may be misleading, as it seems to suggest that West Berlin is the capital of West Germany.

The teacher's guides provide a list of general objectives for each filmstrip, as well as a limited number of related learning activities (three questions and one "enrichment activity" per filmstrip) which are not particularly imaginative and generally do not call for critical thinking. In fact, conclusions are drawn which should be left for the students. No bibliographical references or background information are provided.

Title	THE USSR: A REGIONAL STUDY
Publisher	Eye Gate House
Publication date	1975
Grade level	5-9
Components	6 filmstrips (What is the USSR?; Land, Features, and Climate of the USSR; Resources, Agriculture, Industry of the USSR; Cities of the USSR; Culture in the USSR; Life in the USSR); 3 cassettes

Produced in conjunction with Novasti Press Agency, second in importance to TASS in the USSR, this kit is meant to be a self-portrait of the Soviet Union. One of the main objectives of the unit is "to present the USSR not as a mysterious, alien country but as a country of people, industry, and agriculture that has much in common with other industrialized societies." These goals are laudable, but in attempting to achieve them, The USSR offers an extremely one-sided view of life in the Soviet Union and is propagandistic in tone. Although the filmstrips stress the great variety of nationalities in the Soviet Union and illustrate people in many different professions and occupations, they project the image that life in the Soviet Union is close to idyllic and that most of the country's problems have been solved since the Communist takeover. Extremely unbalanced, the presentation is full of half-truths and misleading statements reinforced by slick photographs and beautiful music.

While the materials should help students recognize similarities and differences in cultures, they nevertheless suggest that life is better in the USSR; for example, Soviet cities are virtually "free from urban woes" when compared with US cities. Any problems in the Soviet Union are mentioned only parenthetically, with no acknowledgement of any intergroup conflicts or tensions. Cultural activities are stressed, but limited to those sanctioned by the government. There is seemingly not a single negative feature to the Soviet government or communism, according to this unit.

If handled correctly, however, these materials could provide a very good illustration of how important it is to be aware of one's source of information.

Although there is no teacher's guide, questions are presented at the end of each filmstrip, with a concise summary of what students should be able to do after viewing the segment. These learning activities are well related to the objectives of the materials but do not promote critical thinking since they lead students to make certain conclusions. No background information is provided; the only "bibliographical reference" is the address of the Novasti Press Agency.

Title	SEEING THE SOVIET UNION
Publisher	Coronet
Publication date	1976
Grade level	7-12

Components	6 filmstrips (Its Vast Lands; Its Many Peoples; Industry and Commerce; Agriculture and Collective Farms; History and Government; Culture and Education); 3 records or 6 cassettes; teacher's guide

Stressing that the Soviet Union is a land of contrasts, this unit attempts to give a representative overview of its diverse geographical regions, major cities, types of industrial and agricultural activities; peoples, and history. The approach is essentially descriptive, and although the information is fairly accurate, some of the impressions are misleading. Two of the filmstrips, "History and Government" and "Culture and Education," are satisfactory in that they are rather complete and avoid stereotyping. The other four, however, are boring presentations of their topics. Some positive aspects of life in the Soviet Union are brought forth, but the inference is clear that when compared with the West, certain aspects of Western culture are superior.

Three objectives are listed for each filmstrip, as well as a series of learning activities which are generally related to the objectives. Some of the discussion questions attempt to apply the information on the Soviet Union to the viewer's own life (For example, "Would you like to live on a collective farm? Why or why not?"), but in general, neither the filmstrip presentation nor the follow-up activities promote critical thinking. Bibliographical references are scanty; there are no specific instructions for use of the materials or any evaluation procedures.

Title	SEEING EASTERN EUROPE
Publisher	Coronet
Publication date	1970
Grade level	7-12
Components	4 filmstrips (Countries and Resources; Agriculture; Industry and Commerce; Peoples and Cultures); 4 cassettes; teacher's guide

An overview of the geography, economy, and cultural features of Eastern Europe, this unit, making a wide sweep of the area, includes information on East Germany, Czechoslovakia, Poland, Romania, Bulgaria, Hungary, Yugoslavia, and Albania. The treatment, however, is flat, rather "textbookish" in approach and tone.

While there is mention of the fact that living conditions have improved for most people in Eastern Europe, the impression given is that these nations are filled with "quaint peasants in colorful folk costumes." Life is not seen in dynamic terms, and although much of the factual information is accurate, it does not deal with any problems in depth.

The teacher's guide contains a short summary of each filmstrip, vague teaching objectives, and three suggested learning activities for each segment. Many of the questions demand further research, but the only bibliographical references are to related Coronet filmstrips.

Title	ROMANOV PAST AND RUSSIAN PRESENT
Publisher	Multi-Media Productions, Inc.
Publication date	1974
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

Without the soundtrack, the filmstrip is an adequate survey of the palaces and monuments built by the czars in and around Leningrad. In substance, however, the presentation is a biased, overstated, inadequate, and superficial overview which projects both anti-Czarist and anti-Soviet points of view. It is by far more propagandistic than objective, and illustrates a definite cold war mentality. Its style is opinionated, with sweeping statements made without counter-arguments or supporting information. The viewpoint is anti-Communist, although there is little discussion of communism, no differentiation between Russia and the Soviet Union, and no explanations for Czarist actions.

The teacher's guide includes a summary outline of the filmstrip's contents, suggested follow-up activities which ask only for recall, and a bibliography of six books. Although half the presentation deals with the imperial period, those in the bibliography are concerned only with the revolution and the Soviet Union.

Title	RUSSIA'S MANY FACES
Publisher	Teaching Resources Films
Publication date	1975
Grade level	7-12
Components	1 filmstrip; 1 cassette; discussion manual; worksheet

The title Russia's Many Faces refers to various political stances taken by the Soviet government, especially with regard to foreign relations, as perceived by the United States government. The specific objectives of the unit are to increase understanding of (1) "the rationale for various Soviet foreign policy decisions," (2) "detente--its history, its setbacks, and its achievements," and (3) "the internal achievements and problems of the Soviet government."

Although there is some attempt at objectivity in the treatment of detente, the filmstrip creates a one-sided, generally negative impression of Soviet policy decisions and the quality of life in the USSR. The overly dramatic voice of the narrator and the often grim sounding background music further enhance the menacing portrayal of the Soviet government. Reinforcing many of the old and classic stereotypes of the people and culture of the Soviet Union as well, the scarce references to life there strongly suggest it is inferior to life in the United States, as positive considerations are rarely noted and negative ones stressed. Most of the factual information presented can be gleaned from television news or the newspapers; considering the complexity of US-Soviet relations, unless the teacher is fairly well informed about the subject, it would be difficult to teach an effective leasson using this filmstrip alone.

The teacher's guide includes learning activities, often experiencially based, which are well related to the objectives of the unit. While the discussion questions are not necessarily leading, the biased contents of the filmstrip would probably lead students to certain conclusions, and no background material is provided to widen the perspective. There is a fairly extensive bibliography, however, as well as specific instructions for use of the kit.

Title	SIBERIA NOW
Publisher	EMC
Publication date	1974
Grade level	7-12
Components	4 filmstrips (Siberia: Background for Change; Energy: Key to Development; From Resources to Products; Living on a New Frontier); 4 cassettes; 4 "enrichment" books (The New Russians; Lifelines for the New Frontier; Siberia at Work; The First Siberians); teacher's guide

This unit covers many topics related to Siberia, including its history, politics, geography, and the special character of daily life there. It places a rather heavy emphasis on technology and "development," but this seems reasonable in light of the current situation. The presentation conveys that men and women have equality with regard to jobs, and that the people of Siberia feel themselves unique, proud of their lives in the difficult taiga of the region. That many inhabitants of Siberia are there because some member of their family was banished there is not stressed, but neither is it ignored. The materials include information on "the first Siberians," Asian peoples who have long inhabited the area. The photographs of work, living conditions, and the terrain of Siberia are excellent.

Support materials for this kit are extensive and useful. There are numerous outside sources and suggested activities for the teacher, as well as ditto masters, evaluation procedures, and the background books on Siberia.

Title	SOVIET SOCIETY AND CULTURE
Publisher	Encore

Publication date	1975
Grade level	7-12
Components	4 filmstrips (Soviet History and Geography; How the Soviet People Live; The Soviet People at Work; Soviet Education and Culture); 4 cassettes; teacher's guide

The goal of the four filmstrips in this learning kit is to "present a comprehensive perspective of the Soviet Union." Subjects discussed include the USSR's history and economy; the importance of education, science, and technology in the development of the nation; and "the continuing challenge the USSR will be to the USA and other nations of the world."

The attitudes the materials present throughout are biased and condescending. Many statements reflect a Western superiority, for example, "By Western standards the home (of an Uzbek peasant) is very primitive, but it will serve his family's needs." In addition, since the general assumption is that the standard of living is poor, no mention is made of the improvement in living conditions since the revolution. At times such omissions make the presentation inaccurate. The multinational makeup of the Soviet population is recognized, but stereotypes occur ("the Soviets are generally a serious-minded people"). Soviet-American relations are barely touched upon.

The teacher's guide includes transcriptions of the narratives and suggested learning activities. Many of these are experiencially based and patterned to stimulate further research and critical thinking. Background information is limited, and no bibliographical references are provided.

Title	EASTERN EUROPE
Publisher	Educational Activities, Inc.
Publication date	1972
Grade level	7-12
Components	5 filmstrips (The Lands and the Peoples; Conquest and Oppression; The Political System; Industry and Agriculture; Life in the Cities and Villages); 5 records or cassettes; 5 teacher's guides

Treating Eastern Europe as a whole, the materials in this unit examine the geography, history, politics, economics, and peoples of Poland, Hungary, Czechoslovakia, Bulgaria, Romania, and Yugoslavia. The filmstrips provide ample information, but draw too many conclusions that emphasize the negative aspects of the groups and nations: "backwardness," ignorance, the lack of cooperation between groups.

The unit has a number of biases. Its Western perspective, for example, is most evident in the filmstrips depicting industry, agriculture, and daily life, which show peasant populations as ignorant, backward, and quaint, their lives full of hardships. Its anti-Soviet bias is clear in its historical and political discussions, which present the countries of Eastern Europe primarily as victims of more powerful nations. Its belief in nationalism as a solution to many problems is apparent in its emphasizing a lack of cooperation between groups; it notes the positive aspects of group pride, but stresses the suspicion and distrust between groups which it sees as causing a lack of internal unity and consequent political weakness. Such biases have made the presentation, by and large, not very objective.

The teacher's guides contain lists of educational objectives, questions for discussion and research which are very well related to the stated objectives, short descriptions of each filmstrip frame, and full transcripts of the recorded narratives. There is no background information and few bibliographical references, but specific instructions for the use of the unit are provided. The attitudes expressed in the guides are far more objective than those found in the filmstrips. It is unfortunate that this objectivity could not have been carried over into the filmstrips as well.

Title	DAILY LIFE IN COMMUNIST RUSSIA
Publisher	Multi-Media Productions, Inc.
Publication date	1974
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

Although the title of this filmstrip implies a discussion of everyday life in the Soviet Union, the materials themselves present few pictures of people and depict Soviet life almost entirely in political terms, as restrictive and oppressive. The filmstrip projects a definite anti-Soviet bias, presenting the Soviet government as inferior to that of the United States and discussing the Soviet system in generally negative terms. Such problems make the materials almost entirely useless for impartial inquiry.

The teacher's guide includes a summary of the narrative and suggested review questions which ask for recall of data or conclusions. The bibliography provided consists of five titles, all unrelated to the content of the filmstrip. No specific instructions for classroom use of the materials are provided.

Title	MOSCOW CORRESPONDENT
Publisher	Visual Education Consultants, Inc.
Publication date	1975
Grade level	9-12
Components	2 filmstrips (How the Russians Get Their News; Russians Laugh at Themselves); 2 cassettes containing an interview with Henry Shapiro; 50 listening guides; reduced-size facsimilies of Izvesta and Pravda;

facsimile and translation of
a samizdat; teacher's guides

This unit, employing a journalistic approach, examines the Soviet press as well as social life in the USSR. The first filmstrip, "How the Russians Get Their News," illustrates the operations of the Russian news services and points out the differences between the Soviet and American press. The second filmstrip, "Russians Laugh at Themselves," uses an interesting and unusual way of viewing problems of daily life in the Soviet Union: a consideration of Soviet satirical cartoons. A realistic image of specific aspects of Soviet life emerges, with problems shown in perspective and with touches of humor. The filmstrip also recognizes some problems common to both American and Soviet cultures, such as the "generation gap." Students are generally encouraged to draw their own conclusions from accurate and up-to-date information. As such, the materials may help to dispel many classic stereotypes of the Soviet Union.

The teacher's guides contain extensive lists of possible class projects for a number of diverse curriculum areas including history, English, speech, art, and sociology, among others. The suggested activities are varied and imaginative, promoting critical thinking and problem solving techniques. Teaching objectives, vocabulary lists, and review questions for the specific filmstrips are also provided. Bibliographical references are plentiful and are complemented by a booklet of background information on the USSR.

Title	THE SOVIET WORLD
Publisher	EMC
Publication date	1976
Grade level	9-12
Components	4 filmstrips (Setting the Stage; Resource Use: Land and Machine; A Better Life; Culture: Preserving, Creating); 4 cassettes; 8 student textbooks (*Perspectives on the Soviet Union*); wall map; teacher's guide

To introduce students to the Soviet Union, this extensive unit presents a survey encompassing history, politics, economics, social life, physical geography and resources, and cultural perspectives. Stressing the importance of crosscultural study, it recognizes the interdependence of nations and encourages students to make comparisons to their own experience. Political and economic systems are placed in the framework of history, environmental features and available resources. Case studies of Moscow and Kiev illuminate various aspects of urban life, seen partly in terms of improvements since the Revolution. The section dealing with the arts in the Soviet Union is complemented by learning activities which draw on artistic disciplines.

On the whole, this is a useful introductory kit on the Soviet Union, very well organized and complete. Although it examines the Soviet Union from the outside, the presentation is fairly objective and up to date, and does not project stereotypes. Certain statements need clarification; for example, the notion that the land (collective farms) belongs to the farmers is inaccurate.

The supporting materials for the unit are excellent; the unit and its activities have their origin in classroom situations so they are to an extent "learner verified." Objectives are well defined, and related to learning activities which are numerous and varied; problem solving techniques and critical thinking are highly valued. Each filmstrip includes: a conceptual structure; instructional objectives; introductory activities (to check students' impressions of the Soviet Union before and after the presentation); a transcript of the narration; background notes; follow-up questions and activities; "Using the Student Text;" evaluating instructional objectives; activities for extended learning. Blackline originals are included for Student Activity Sheets, Quizzes and Answer Sheets, Independent Study Guides. The unit also includes a selected bibliography of informative materials.

Title	EASTERN EUROPE FROM WITHIN
Publisher	EBE
Publication date	1973
Grade level	9-12
Components	6 filmstrips (Poland, My Country; Czechoslovakia, My Country; Hungary, My Country; Yugoslavia, My Country; Romania, My Country; Bulgaria, My Country); 6 cassettes; 6 guides

Eastern Europe from Within focuses on the general geographical, historical, and cultural features of six countries, with special emphasis on life styles and sources of national pride. Each filmstrip is narrated by a student or young professional of working class background, who comments on various aspects of life in Eastern Europe as a whole and in his or her particular country.

Although positive aspects of life in Eastern Europe are well presented, with good photographs and musical background, negative aspects are frequently presented in a way that fosters ridicule or pity. The conversational nature of the narration produces a serious shortcoming; the narration in general seems stilted, and in certain cases (especially the filmstrip on Czechoslovakia), the narrators speak with thick accents and seem to be sight-reading texts. All of the filmstrips suffer from poorly delivered and inappropriate quips which contribute to stereotyped images such as Czech passivity, Hungarian fanaticism, and Polish backwardness.

The treatment of historical and political themes is somewhat lacking. Tito's role in Yugoslavian life may be underemphasized; likewise, the historical significance of several hundred years of Turkish domination of the Balkans is not as clear as it could be. The coverage of intergroup conflict is inconsistent. While the statements about nationalities in Yugoslavia seem fair, the other filmstrips offer a very emotional and judgmental view of the relationship of these countries to the Soviet Union.

A guide is provided for each filmstrip, including general objectives for the set, more specific background information, a transcript of the narration, and discussion questions which are informational in nature. No bibliographical references are given.

Title	HISTORY THROUGH LITERATURE: RUSSIA
Publisner	Guidance Associates
Publication date	1975
Grade level	9-12
Components	3 filmstrips; 3 cassettes; discussion guide

This unit relies on "the natural relationship between history and literature" to illuminate aspects of Russian society, culture, and politics. It sketches the general trends of

Russian history from the early 19th century to the present through the lives and works of major writers and from the perspective "that history and literature are not isolated subjects but intertwined--that literature reflects and grows out of history and that history is affected by literature."

Within the scope of the presentation, the treatment is for the most part thoughtful and accurate. The unit generally avoids perpetuating stereotyped images of Russia, with the exception of statements about Russia as a "country of some mystery" and a stress on the element of "darkness," often accompanied by overly dramatic voices and minor key music.

Suggested learning activities are well related to the objectives of the unit; discussion questions such as "Can a single man or event change the course of history?" promote critical thinking. Also provided are an excellent bibliography, encompassing literature, history, and criticism, and detailed background notes.

Title	YUGOSLAVIA: A BALKAN VIEW OF NATION BUILDING
Publisher	Multi-Media Productions, Inc.

Publication date	1973
Grade level	9-12
Components	2 filmstrips; 1 cassette; teacher's manual

This unit is concerned with demonstrating the relationship between geography and history, the role of foreign powers in Yugoslavian history, the divisive and unifying features of nationalism, and Yugoslavia's contemporary problems. It contains much information on the history and politics of the country, presented in a generally straightforward manner. Conflicts between the different national groups have had a great impact on the history of the area, and the filmstrips give an objective picture of the past and present dimensions of these conflicts. There is some stereotyping of peasants (in "colorful folk costumes"), but the emphasis is placed on the multicultural nature of the country. The concentration of historical and political themes does not lend itself to a portrayal of daily life, and the style of the presentation is rather colorless. However, the information contained in the unit could be utilized to present an effective lesson.

The teacher's manual contains a short introduction to the topic, general suggestions for "potential themes and thrusts," and questions and discussion topics related to the objectives of the unit. Bibliographical references are included.

Filmstrips for

African Studies

Filmstrips Reviewed

Title	Publisher	Grade Level
Africa	Mealey	gen.
Africa: Man and His Music	Keyboard	gen.
A World Nearby: Ghana	Guidance	elem.
African Folktales	EBE	elem.
Global Village: Gold Coast	Westinghouse	elem.
East Africa Today	Educational Activities	4-8
Living in Africa Today	Coronet	5-8
Africa: Tradition and Change	EBE	5-9
Families of Modern Black Africa	SVE	5-9
African Cliff Dwellers	EMC	5-9
Discovering Black Africa	SVE	7-9
Families of East Africa	EBE	7-9
Families of West Africa: Farmers and Fishermen	EBE	7-9

Families of West Africa: Life in the City	EBE	7-9
Tribalism and Nationalism in Black Africa	Current Affairs	7-12
Winds of Change in Africa	TRF	7-12
Proud Heritage from West Africa	Guidance	7-12
Africa: Focus on Culture	BFA	7-12
Afro City	ABT Associates	7-12
Seeing Southern Africa	Coronet	7-12
South Africa: The Issue of White Supremacy	Current Affairs	7-12
Ashanti of Ghana	Current Affairs	7-12
ZanjAfrica	EMC	9-12
Changing Africa	Inter Culture	9-12

Title	AFRICA
Publisher	Mealey Productions
Publication date	1974
Grade level	general
Components	3 filmstrips (Introduction; A Safari--A New Look at the Land; The Culture--A Search for Understanding); 3 cassettes; relief maps; transparencies; teacher's guide

One of a series of similar programs, Africa examines its topic in three related units: the physical, the economic, and the sociocultural. Within each of these an interdisciplinary approach is used, with emphasis on the processes of analysis, synthesis, and judgment. The materials are designed to give direction to a "methodological strategy that will help students analyze the basic elements of a problem, interpret data in order to make inferences that will lead to certain generalizations or hypotheses, and help students verify conclusions through examination of evidence." If used correctly, they will do this.

The filmstrip presentations, combined with good background on Africa, should provide the teacher with an excellent tool to project and promote a positive and accurate picture of Africa. The filmstrips themselves point out misconceptions, generalizations, distortions, and stereotypes of Africa which have crept into our vocabulary and perception. They also provide the viewer with enough freedom, through a series of photographs without narration, to make valid judgments while using critical thinking and problem-solving techniques.

The kit is designed for use as either a total program or as a supplementary resource package. It relates a variety of other disciplines to its central themes, including mathematics, science, art, music, and reading. The viewer would have to be provided with the essential background information for each of these areas, not included in these materials, for the presentation to be completely interdisciplinary.

The teacher's guide includes a statement of purpose and detailed instructions for using all the materials in the kit. Transcriptions of the filmstrips, a bibliography of both print and non-print resources, concepts, vocabulary, discussion questions, and suggested evaluation procedures are also provided. Although the publishers state that the package can be used in one way or another at any grade level, field tests indicate that it works best at grades 5-8.

Title	A WORLD NEARBY: GHANA
Publisher	Guidance Associates
Publication date	1976
Grade level	elementary
Components	3 filmstrips; 2 cassettes; teacher's guide

Part of the World Nearby series, this unit stresses the relationship of people to their environment. The first filmstrip surveys the geography of Ghana and focuses on regional variation based on differing natural resources. Through an examination of industries such as fishing, cloth weaving and dyeing, and agricultural production, the lifestyles of the people featured are related to their occupation and the area they live in. To some extent, differences in cultural background are also discussed. The second filmstrip concentrates on an Ashanti community living in a rural housing compound. The presentation centers around the daily activities of a nine-year-old girl, her friends, and family. The universality of childhood is a recurring theme, with the children's school, play, and work activities described in detail and compared to the experiences of American children. Again, adaptation to environment is emphasized. Methods of cooking and cleaning, for example, are shown to be appropriate in relation to conditions (lack of electricity, availability of certain foods). The third segment, "Pictures to talk about," shows people performing various tasks and enjoying leisure activities. Questions printed beneath the slides ask students to consider what a person is doing, how and why, and to relate life in Ghana to their own life.

On the whole, the presentation is clear, imaginative, and informative. However, more of the diversity within Ghanaian society could have been shown. There are suggestions of social hierarchies--male/female, chief/rural inhabitants--but this theme is not developed. It would have been instructive to portray an urban family as well as the rural group. As there is no real sense of history or politics in the unit, supplemental material could be used in connection with the cultural treatment.

An introduction to the World Nearby series explains the objectives of the unit and suggests ways to approach crosscultural studies. A more specific, but brief, introduction to the Ghana unit is provided, including a few pre-viewing activities. The section "Suggestions for using Part 3" includes additional questions, topics for discussion, and activities such as cooking, crafts, and games. It would have been useful if similar questions were provided to reinforce and explain concepts developed in the first two filmstrips. The teacher would need some historical perspective to fully prepare lessons for this unit. A bibliography is provided.

Title	AFRICAN FOLKTALES
Publisher	EBE
Publication date	1972
Grade level	elementary
Components	6 filmstrips (Why the Leopard Has Spots; Two African Eagles; The First Days of Man; Pondo and the Eagle; How One Bride Became Four; The Spirits of the Forest); 6 cassettes; guide to each

This series includes different types of African folktales--fables, myths, heroic legends, and stories of the supernatural. The introductory filmstrip, "Why the Leopard Has Spots," gives an overview of the series and explains storytelling as a special type of entertainment, a means of conveying oral history, and an art form. Each tale is introduced by noting the general category it fits into and the particular moral or idea it relates. The illustrations are clear, and the tales themselves are for the most part entertaining. One of the narrators speaks very slowly and may not hold the viewer's interest. Also, some of the tales relate incidents involving pain and violence in a very matter-of-fact manner; the teacher may want to prepare for a discussion on this.

The materials are designed for elementary use. The contents of the filmstrips seem suited to this level, as do the questions for discussion which basically call for a repetition of the material presented. However, meeting some of the stated educational objectives (the student should be able to "explain how the storyteller serves as an official historian, counselor, and entertainer in an African village," "describe ways in which African folktales resemble and differ from other familiar stories," and "recognize different types of African folk tales") would probably require much more work with these and other tales and more background information than is provided in the kit.

Title	GLOBAL VILLAGE: GOLD COAST
Publisher	Westinghouse
Publication date	1973
Grade level	elementary
Components	2 filmstrips; 2 cassettes; teacher's guide

Global Village is a series of filmstrips that takes a cultural, comparative approach to the study of communities in different world areas. Each filmstrip focuses on the lives of children in the region selected. The viewer sees elements of religion, travel-adventure, occupational, and recreational activities. Daily chores are illustrated and motifs of dance and art, especially crafts, are presented. The photographs are colorful and attractive.

The kit on the Gold Coast reflects a positive attitude toward cultural diversity, suggests that all cultures are valid, and avoids an overly "Western" orientation. The images projected are generally positive, if at times somewhat exotic. The limited scope of the materials leads to some omissions (of intergroup conflicts or tensions, for example), but on the whole, they give a good introduction to the concept of a global village.

The teacher's guide provides ample information for effective use of the materials. An annotated bibliography is included and could be used by the teacher to acquire a fuller command of the subject matter. Numerous follow-up activities are suggested which reinforce the themes of the presentation.

Title	EAST AFRICA TODAY
Publisher	Educational Activities, Inc.
Publication date	1975
Grade level	4-8
Components	2 filmstrips; 2 records or cassettes; teacher's guide

These filmstrips describe one East African family and generalize its particular home and school situation to apply to the whole region. This is misleading, as the family lives in a rural area and therefore is not representative of East Africa today. The filmstrips, however, could be used as part of a more complete study of the region since the pictures are good and the family's situation is projected as if from local points of view.

The teacher's guide contains neither objectives nor background information. It includes one discussion topic for each filmstrip, and there are a few suggestions for classroom use of the materials. No bibliographical references are included, but a key to vocabulary used in the text is provided. Additional research would be necessary to use this kit as one aspect of a more complete treatment of East Africa today.

Title	MAN AND HIS MUSIC: AFRICA
Publisher	Keyboard Publications
Publication date	1972
Grade level	4-9
Components	2 filmstrips; 1 record; 1 cassette; teacher's guide; 20 student books and learning sheets

The unit is comprised of two separate and distinctly marked examinations of Africa. The first attempts to create a framework for studying African music by summarizing African history, geography, and cultural background. The second deals specifically with African music and other art forms.

The second filmstrip, dealing solely with African music, is quite informative. The examination of African instruments (drums and other percussion instruments, wind, reed, and string instruments) shows a good understanding of the subject. In general, the analysis of the function of music, dance, and art within the African framework is intelligently done. It includes a consideration of artistic motifs of African clothes, jewelry, architecture, and sculpture.

Unfortunately, the background filmstrip perpetuates the classic stereotyped images of Africa, complemented by sweeping generalizations and many distortions. The filmstrip begins by describing Africa as the "exciting" land of the Pyramids, roaming elephants, snake charmers, and native dancers in festive colorful costumes, where one still encounters "romantic chases across the Sahara Desert." It then characterizes East Africa as the land of roaming animals, West Africa as the land of the origin of slavery, and South Africa as the land of gold. The peoples of Africa are portrayed as primitive, exotic, and innocently ignorant, still maintaining their ancient occupations such as fishing, salt trade, and subsistence agriculture. The "proper" standards in architecture and dress are Western ones; the prime example of "modernization" is South Africa.

The unit contains a set of five "behavioral objectives" which are generally met, although through the filmstrips only. Both the teacher's guide and the student activity book reinforce the facts brought forth in the slide presentation; as such, they are limited in both scope and depth. Background information is not provided, nor does the unit include an adequate bibliogaphy.

Title	LIVING IN AFRICA TODAY
Publisher	Coronet
Publication date	1972
Grade level	5-8
Components	8 filmstrips (A City Family of Morocco; A Village Family of the Upper Volta; A City Family of Mali; A Village Family of Mali; A Professional Family of Ghana; A Village Family of Zaire; A Suburban Family of South Africa; A White Farm Family in Kenya); 8 cassettes or 4 records; filmstrip guide

Living in Africa Today surveys the continent by focusing on the lifestyles of families in differing geographical settings, and reflecting various economic and social levels. The materials stress daily activities, especially those of children, to make the information relevant to student viewers. While the treatment seems to encourage positive attitudes toward the people studied, and does impart information on various lifestyles in Africa, the overall result is misleading if taken as an overview of Africa today. The families selected are in many cases so unrepresentative of their countries, in terms of their race or social class, that their experiences cannot be generalized to apply to other areas. This is especially true of the urban families, for example, black children who have white playmates and are driven to the swimming pool. The type of school attended by the children of the white familv in Kenya is not widespread. The filmstrip itself makes the point that Africans constitute 95% of the population of Kenya; it seems a poor choice to portray only a European family there (especially since a white South African family is the subject of another of the filmstrips). Only very careful explanations of how these people fit into their society would avoid creating misleading impressions about "life in Africa."

The filmstrips touch on many topics without providing sufficient explanation for them. They obscure the role of Islam in two of the segments by comments on supposedly "Moslem customs" and the statement that the children "say their prayers to Allah." Polygamy is considered central to the study of the village family in Zaire, but no reason is given for the practice. In the Upper Volta, "Dago and his friends don't attend school even though there is one in the village"; again, no explanation appears.

Some of the values expressed in this unit are not those of the cultures being studied; people do not usually think about the purity of water when drawing it from rivers, and most Africans do not daydream about their future occupations as shown in some of the sections.

The filmstrip guide includes a very short introduction to the unit, three student objectives, a content summary, and a few suggestions for further study for each filmstrip. Most of these questions/activities call for a recap of the filmstrip; some require further reading. However, bibliographical references are limited to related Coronet materials, and there is no background material for the instructor to expand on the information contained in the filmstrip.

Title	AFRICA: TRADITION AND CHANGE
Publisher	EBE
Publication date	1971
Grade level	5-9
Components	6 filmstrips (Tanzania Builds a Nation; Masai Herders of Tanzania; Ivory Coast; Ethiopian Village Life; Botswana: Where Water Means Prosperity; Liberia); 6 records or cassettes; discussion guides

Africa: Tradition and Change "focuses on the native people of five African nations in which agricultural, tribal ways of life are being drastically affected by growing industrialization." It compares and contrast life in Abidjan, Dar es Salaam, Monrovia, and other major cities with "the virtually unchanged native village life, where Tanzania fishermen, Amhara farmers, and nomadic Bushmen continue their ancient traditions." Included are discussions of the influences of geography and climate on modernization efforts; the effects of these efforts on traditional lifestyles; and the attempts governments are making to solve their problems.

Although the materials are fairly comprehensive in their scope, they favor the process of modernization and emphasize its benefits. They argue that being "modern" is preferable to any alternative and imply that all cultures are waiting to be changed. These attitudes lead to a number of distortions, the Masai, for example, being criticized for for resisting change even though more changes have occurred than the filmstrips indicate. There is no suggestion that a retention of "traditional" or a mixture of "traditional" and "modern" modes is either possible or desirable.

The filmstrips are also marred by a number of inaccuracies and stereotypes. The narrator refers to cassava as the "starchy food of the poor," which casts a negative and inaccurate image on it; a photograph of Ethiopians with flies on their faces suffers from similar problems. Not everyone in Tanzania speaks Swahili, and English is not common in Botswana, as the materials imply. Only girls are shown attending school in Tanzania, and only women are shown working. These and other possible misunderstandings could be corrected by teachers willing to do more research and provide a wider perspective for their students. Since the filmstrips do present a variety of situations, they should be useful if supplemented and corrected with additional information.

The teacher's guide includes objectives stated in terms of the content covered, some suggested discussions that encourage critical thinking, and others based solely on the provided narrative. There are no suggestions as how best to conduct the discussions and no evaluative procedures. The unit also lacks adequate background information and bibliographical references.

Title	FAMILIES OF MODERN BLACK AFRICA
Publisher	SVE
Publication date	1970
Grade level	5-9
Components	3 filmstrips (A Village Family of Modern Africa; A City Family of Modern Africa; A Copperbelt Family of Modern Africa--each available separately); 3 records or cassettes; 3 teacher's guides

Families of Modern Black Africa attempts to describe contemporary Africa by studying three families, each living in a different area. They include "a small thatch-hut village family, a city family, and a family whose life is a mixture of old ways and new." The families chosen, however, neither represent Africa as a whole nor depict its multicultural nature.

Although useful as case studies, the filmstrips contain a number of generalizations that should be qualified. They give the impression, for example, that all rural Africans live in huts and offer no indication of the transformations taking place in village life. The statements made about education do not reflect the aspirations of the majority of African children. Numerous references to American culture appear, but pizza, the number of cars in the United States, and the soapbox derby should not be taken as the measure of even American, let alone African, culture.

The teacher's guides provide few suggestions for effective use of the materials. There are a limited number of discussion questions and follow-up activities which seek to reinforce the themes of the presentation. Included background and bibliographical materials are limited.

Title	AFRICAN CLIFF DWELLERS: THE DOGON PEOPLE OF MALI
Publisher	EMC
Publication date	1971
Grade level	5-9
Components	2 filmstrips (Homes, Masks, and Ancestors; Crafts, Culture, and the Environment); 2 cassettes; maps; teacher's guide

This case study of the Dogon people of Mali, "an agricultural people whose patterns of living are strongly affected by their religious beliefs," examines their living patterns from two perspectives: religion and environment. Everyday activities as well as ceremonial occasions are shown. The first filmstrip, "Homes, Masks, and Ancestors," relates Dogon housing to the physical setting, explains their granary system, shows a ceremonial mask-dance, and discusses the role of village elders. The second filmstrip, "Crafts, Culture, and the Environment," focuses on the life patterns and activities of the dry season. It covers such topics as how water is stored and carried, how dwellings are repaired, what activities take place at the local market, which agricultural and occupational tasks are performed by women.

In general, the presentation is thoughtful and informative. Certain topics require a fuller explanation: why, for example, the division of labor is such that women spin the cotton and men weave the cloth. The nature of Islam is left unclear; also, it is misleading to say that a man prays "to his god Allah." A slight bias toward Christianity is evident in the discussion of the erosion of the Dogon religion. While the introduction of Christian hymns and worship represents "changes," Islam, on the other hand, is "a more real threat" (for unexplained reasons) and the Dogon are "holdouts to Islam."

A detailed teacher's guide sets out instructional objectives and provides guidelines for effective use of the materials. There is a generous amount of background information on Dogon art and religion as well as additional data on each frame of the filmstrip presentation. Suggested activities are generally inquiry oriented. They include discussions of dwellings, symbolism, myths; investigations into how crafts are made, how water is supplied, etc. Information sheets are provided for masks, crops, the division of labor, craft projects.

Title	DISCOVERING BLACK AFRICA
Publisher	SVE
Publication date	1970
Grade level	7-9
Components	4 filmstrips (Africa: Cradle of Mankind; The Religions of Black Africans; A New Day in Africa; African Arts and Crafts); 4 records or cassettes; teacher's guides

Because the authors of *Discovering Black Africa* stress the fact that "we have viewed Africa through a web of myths--myths such as Africa being a primitive jungle inhabited by exotic animals. . .regarded as the 'Dark Continent' by Americans and Europeans, as a result of old Tarzan movies, mythical tales of the Foreign Legion, and novels such as *Trader Horn* and *King Solomon's Mines*--" one would assume that these filmstrips would attempt to destroy false images by providing an accurate study of African history and culture. Unfortunately, they manage instead to reinforce classic stereotypes and offer new ones as well.

Typical is the filmstrip titled "Africa: Cradle of Mankind." It not only contains numerous photographs of "primitive Africa" without balancing them with other data, but also overemphasizes the role of Egypt in the African consciousness at the expense of recognizing the civilizations of West and Central Africa. "The Religions of Black Africans," filled with elements of exoticism and naturalism, contains misleading generalizations about "traditional" African religions and religion in Africa in general; the major impact of Islam is not fully realized, while Christianity and the missionary movements, on the other hand, are seen as having "brought" education to Africa, improved agriculture, and been responsible for numerous other developments.

The segment, "A New Day in Africa," suffers from an unbalanced presentation and consequent distortions. It examines urbanization while ignoring the tremendous changes occurring in the rural environment, defining progress by the number of new high-rise buildings. It characterizes their architecture as "fresh and innovative," but the examples presented all follow Western models. "African Arts and Crafts" offers a more reasonable account, placing special emphasis on sculpture, figurines, masks and decorative motifs, and noting the polythematic nature of African music and dance and the importance of storytelling and dance in the African consciousness.

The teacher's guides, one for each filmstrip, contain statements of purpose, transcriptions of the narrations, questions for further discussion, and a bibliography of five titles. No evaluation procedures are included, and there is no background information provided.

Title	FAMILIES OF EAST AFRICA
Publisher	EBE
Publication date	1972
Grade level	7-9
Components	4 filmstrips (Living in Rural Ethiopia; Living on a Kenyan Tea Estate; Living in Nairobi; Living in Malawi); 4 cassettes; guide to each

This kit attempts to survey living conditions in East Africa through an examination of four families in different environments. It makes some comparisons between village and city life and relates family-member roles to economic and social standing.

The composite picture is an incomplete one, with no real sense of why East Africa constitutes a unit of study, or of how the areas studied relate to one another. Necessary terms--subsistence farming, cash crops, tribal groups--are not explained. The filmstrips give glimpses into situations (or more accurately, predicaments, as in the case of the Ethiopian family) and should be supplemented with more information and a better thematic treatment.

The teacher's guide to each filmstrip gives a summary of the content and a transcription of the script. Discussion questions test retention of the material presented and ask students to recognize similarities and differences in the situations studied. Background material and bibliographic references are lacking, but necessary, as the kit is not a comprehensive treatment of East Africa.

Title	FAMILIES OF WEST AFRICA: FARMERS AND FISHERMEN
Publisher	EBE
Publication date	1974
Grade level	7-9
Components	4 filmstrips (Cocoa Farmer of Ghana; Farmer of Mali;

Fishermen of Liberia; Rural Medic of Ivory Coast); 4 cassettes; teacher's guides

To present a general picture of non-urban lifestyles in West Africa, this kit features four families, each from a different country and each with a different source of income. It stresses the historical continuity of West Africa as a whole, and considers changes as part of a historical development and not simply as a recent phenomenon.

The filmstrips focus on the men of the families selected, although other members' roles are also described. "Traditional" ways are generally treated with respect, and protecting cultural heritages is considered to be important. One inconsistency, however, occurs in remarks on religion. The Dogon of Mali "turn to their traditional religion. . .to protect themselves from the unpredictable and the uncontrollable," to gain an explanation of creation and the workings of the world. Such comments could apply easily to most religions, but the discussion of Catholicism is cast in a more "modern" mode.

The teacher's guides list educational objectives and summarize the contents of the filmstrips. They provide transcriptions of the narration and discussion and study questions. Most of these relate to the descriptive material presented in the filmstrips, but some ask students to make comparisons with their own lives or to do further research. No bibliographical references are provided, nor any background materials for student or teacher use.

Title	FAMILIES OF WEST AFRICA: LIFE IN THE CITY
Publisher	EBE
Publication date	1974
Grade level	7-9
Components	4 filmstrips (Shopkeeper of Senegal; Mine Foreman of Sierra Leone; Technician of Mali; Civil Servant of Ghana); 4 cassettes; guide to each

This unit focuses on the experiences of urban families in four different West African countries. It examines the lifestyle of each family in terms of its specific situation, economic position, and social preferences, in relation to the country as a whole, and in the more general context of urban life as a common experience. West Africa is portrayed as a region with a long history of artistic accomplishments, love of learning, expertise in trade and artisanry. As the effect of increasing urbanization is weighed against this background, people are seen as making conscious choices in accommodating their traditional practices to a changing situation, and in finding the best solution among various possibilities.

Each filmstrip describes the housing, neighborhood, shopping facilities, and services available to the family. The occupations of the parents are described, children are seen at school, and education is stressed as the key to opportunity. Different themes are introduced as they pertain to a particular situation: Islam, British influence, an extended family arrangement, government role in development projects.

On the whole, the treatment seems realistic within the limits of the situations presented. But since the featured families are all relatively affluent--it is stressed in three cases that the father has "an important job"--these studies represent a certain "level" of urban existence and should be recognized as such. There is perhaps too great an emphasis on the "new elite."